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ABSTRACT

This bibliography on continuing education for teachers covers a period of approximately five years, and is partially annotated. Some of the entries are available through ERIC and are listed with their ED numbers. The bibliography is divided according to the following subtopics: (1) competency-based programs; (2) continuing education in general; (3) the continuing education unit; (4) curriculum development by teachers; (5) delivery systems; (6) effects of inservice training on student learning; (7) inservice programs on behavior modification, environmental and outdoor education, family life, nutrition and consumer education, human relations, individualized instruction, language arts, reading, open classroom, physical education, science and mathematics, social studies, special education, and vocational and technical training; (8) leadership development; (9) planning and organizing inservice teacher education; (10) released time, course credits; (11) teacher centers; and (12) use of media inservice programs. (RC)

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BIBLIOGRAPHIES IN EDUCATION

No. 53

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CONTINUING EDUCATION FOR TEACHERS

June 1975

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CANADIAN TEACHERS' FEDERATION
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CONTINUING EDUCATION FOR TEACHERS

This bibliography departs from most previous bibliographies in this series in that it is partially annotated and is divided according to sub-topics, rather than according to the appearance of the material as a book, article, or thesis.

Sources consulted in preparing the bibliography include British Books in Print (Whitaker), the British Education Index (The Library Association), the Canadian Education Index (CEA), the Current Index to Journals in Education (CCM), the Directory of Education Studies in Canada (CEA), Research in Education (ERIC), the Subject Guide to Books in Print (Bowker), and the Subject Guide to Canadian Books in Print (University of Toronto Press). The period covered is approximately five years.

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C O N T E N T S

Page

Competency-Based Programs 1

Continuing Education in General 7

The Continuing Education Unit 11

Curriculum Development by Teachers 15

Delivery Systems 15

Effects of Inservice Training on Student Learning 22

Inservice Programs on Specific Topics 24

- Behaviour Modification 24
- Environmental and Outdoor Education 25
- Family Life, Nutrition and Consumer Education 25
- Human Relations 26

Page

Individualized Instruction 27

Language Arts, Reading 28

Open Classroom 31

Physical Education 31

Science and Mathematics 31

Social Sciences 33

Special Education 34

Vocational and Technical Education 36

Leadership Development 37

Planning and Organizing Inservice Teacher Education 38

Released Time, Course Credits 50

Teacher Centres 51

Use of Media in Inservice Programs 60

**1. Abelson, Harold H. Analysis of Itemized Judgments Concerning the Allocation to Pre-Teaching and In-Teaching Training of Teaching Competencies, Topics in Educational Psychology, and Psycho-educational Proposals. New York: City University of New York, 1972. 115 p. Available ERIC. ED 061 169.

This study explored a number of facets of the problem of utilizing the judgment of teachers and other educational professionals in clarifying the training needs of teachers. Using lists of teaching abilities, topics in educational psychology, and statements of psychoeducational proposals regarding elements in the teaching-learning process, ratings were procured from urban, suburban, and rural teachers and from a group of teacher trainers or supervisors and a group of curriculum workers. Mean item values were determined for ratings by the groups according to the mastery or comprehension of the item, its importance or the need to study it, its application in teaching practice, and the extent to which it should be included in preservice and inservice training. The main findings are reported in numerous tables and a list of highlights.

2. Almase, Araceli Gonzales. Modification of Teacher Behaviour Through an In-Service Biology Methods Course. Ph.D. thesis, Michigan State University, 1973. 184 p. ED 089 959. Not available ERIC.

Reported is an assessment of the effect of a six-week inservice course aimed at developing teacher behaviours which promote inquiry learning given to a group of randomly selected biology teachers. Study concluded (1) teacher classroom behaviour was modified along a predicted pattern; (2) teacher behaviour was changed toward increased use of "student centered content development" behaviours and "scientific process" behaviours, but not in the use of behaviours which may stimulate, support, or reinforce inquiry, and (3) teacher behaviour can be modified towards an indirect pattern of influence as defined by Flanders.

*3. Carline, John L. In-service training -- re-examined. J Res & Develop Educ 4:103-15 Feb'70. EJ 030 985.

Describes a study to test the hypothesis that an intensive inservice training program will alter teacher verbal behaviour in a predicted direction. Results of the study indicated general support of this hypothesis. However, the inservice training program was apparently more successful in "training-in" behaviour than in "training-out" behaviour.

**4. Comprehensive Explanation and Analysis of the Multiple Alternative Program (MAP). Bridgeport, Connecticut: College of Education, Bridgeport University, 1973. 20 p. Available Eric. ED 087 718.

The Multiple Alternative Program (MAP) is a competency based, individualized program that focuses on the inservice education of elementary school teachers. Developed in cooperation with the school systems of Norwalk and Bridgeport, Connecticut, MAP addresses itself to the achievement of those teaching competencies that have been identified as high priority needs by individual teachers within the context of institutional goals. Based on the open education approach to staff development, MAP consists of four phases: (a) assessment, (b) planning, (c) training, (d) reassessment and retraining. Opportunities are provided for two "innovation teams", consisting of teachers and administrators from two urban elementary schools, to focus on training activities related to their institutional priorities.

5. Davison, Ronald G. The inservice response to desegregated schooling: managing the instructional design problems. Urban Educ 9:136-151 July'74. EJ 106 772.

The inservice design described here was developed by a public school-university planning team whose mission was to develop and direct a training effort that could support participants through a full year of skill development and actual skill practice in their own schools.

**6. DelForge, Clarence.. A Competency Based Program of Individualized Inservice Education. 1974. 6 p. Available ERIC. ED 086 686.

This inservice training program, cooperatively developed by Haywood County, N.C. Public Schools and the Elementary Education Department of Western Carolina University, has six major points: (a) it is competency based; (b) instruction is individualized; (c) a team teaching approach is utilized; (d) its design is a cooperative venture on the part of public school and university personnel; (e) it relies heavily on the use of media; (f) it provides inservice training for classroom teachers, county supervisors, and university personnel.

**7. The Effects of the Instructional Behaviour and Skills Development Inservice Program Upon Teacher Behaviour. Final Report. Columbia: University of Missouri, 1972. 173 p. Available ERIC. ED 070 765.

This report studies the effects of the Instructional Behaviour and Skills Development (IBS) inservice program on teacher behaviour. The participants of both the control and experimental groups were full-time elementary teachers of the Springfield, Missouri Public Schools. Participants in the experimental group attended the IBS inservice program of 32 lessons. The lessons consisted of workshop time, classroom application time, and independent study time. Data were obtained from pretests, posttests, audiotaped observations of classroom behaviour, and related research. Significant implications of data analysis indicate the IBS program for teachers (a) can be a viable tool in changing selected participant behaviour, (b) may come to realization in the behaviour and achievement of the students, and might modify the indices of verbal behaviour on other teachers.

8. Eggert, Wallace V. The Development of a Procedure to Encourage Certain Facilitative Behaviours of Classroom Teachers. M.A. thesis, Simon Fraser University, May 1973. 122 p.

**9. Flanders, Ned A. Interaction Analysis and Inservice Training. 24 p. Available ERIC. ED 088 854.

Interaction analysis, a system for observing and coding the verbal interchange between a teacher and his pupils, is used to study spontaneous teaching behaviour and to help teachers modify their behaviour. Trained observers classify teacher statements according to: (a) acceptance of student feelings; (b) use of praise and encouragement; (c) acceptance of student ideas; (d) use of questions; and (e) use of lecture, direction, or criticism. Two additional categories relate to the verbal behaviour of students and one category covers the contingency of silence or confusion in the classroom. Inferences drawn from a tabulation of the teacher's statements are discussed in a feedback session. In modifying teacher behaviour through the use of interaction analysis, steps must be taken regarding: (a) training of observers and participating teachers in the use of the technique; (b) clarification of the participating teacher's self-development goals; (c) construction of comparison situations involving a planned change of behaviour and scheduling two or more observations to assess evidence of change; (d) the collection of other evidence of behaviour change. To reduce distortion of teacher behaviour while being observed, it is suggested that: (a) an observer be in the classroom only when invited; (b) the status and power difference between a teacher and observer be at a minimum; and (c) the feedback session follow a logical plan of inquiry.

**10. _____. Interaction Analysis: A Technique for Quantifying Teacher Influence. 16 p. Available Eric. ED 088 855.

This paper presents an inservice education model for the feedback of information concerning a teacher's spontaneous classroom behaviour. As part of a 10-week inservice training program involving 53 teachers in Minnesota, interaction analysis serves two functions: (a) as a pre- and post-measurement of success in helping teachers modify their overt behaviour in order to make it more consistent with their self-development goals; and (b) as a working tool to feed back information during training.

**11. Hadfield, Donald L. The Anatomy of Prejudice: Attitudes and Behaviour. An Approach to Inservice Education for Teachers. St. Paul: Minnesota State Department of Education, 1971. 23 p. Available ERIC. ED 058 174.

This model inservice program is designed for teachers who wish to expand their skills and knowledge about the phenomenon of prejudice and its effects upon people. The objectives are (1) to give teachers information about prejudice and discrimination; (2) to assist in the development of positive attitudes toward human differences; (3) to encourage democratic behaviour across group lines; and (4) to effect behaviour that is productive. The vocabulary of human relations is defined and a suggested format for the four sessions provided. Material for four simulations is included, together with questions for consideration.

**12. Hill, John C. Change of Content Development Patterns Observed in Classroom Communication Behaviours Due to Inservice Training in Content Strategies. Paper presented at Annual Meeting of American Educational Research Association, 1971. 24 p. Available ERIC. ED 049 190.

The purpose of this study was to determine the effect of training teachers in the use of strategies for content development through classroom communication behaviours, to determine the discriminatory power of the Content Analysis System, and to describe some of the relationships of content development characteristics and interaction characteristics. Pre- and post-audio recordings of class sessions by the experimental teachers were coded by means of the Flanders System of Interaction Analysis and the Content Analysis System and were compared with data from a control group. Findings were that: (1) changes in observed behaviours suggest training effect; (2) content patterns can be identified by the Content Analysis System; (3) interaction cycles and content development patterns are interrelated.

**13. Hrivnak, Joseph T. The Use of Interaction and Feedback in an Inservice Education Model. Ph.D. thesis, University of Pittsburgh, 1970. 118 p. Available ERIC. ED 050 036.

This study tested a model of inservice education which used small group interaction sessions and individual feedback to assist teachers in continuing their professional development. The competencies (dealing with teacher classroom behaviour) used as content during the group sessions were relevant to the experimental population of beginning primary teachers. The individual feedback consisted of classroom observation and conferences with the teachers as they implemented behaviours associated with each competency. This program was conducted during school hours; the teachers who participated were released from their teaching responsibilities for the group sessions.

**14. Individualized Inservice Teacher Education: A Performance-Based Module. Tallahassee: Florida State Department of Education, 1971. 27 p. Available ERIC. ED 055 049.

This module was originally designed for use in a 75-minute workshop session, but it can be adapted for use in other situations. The long range objective calls for participants to use techniques for assessment and training which will take into account individual differences in teachers, such as, interests, abilities, learning styles and professional responsibilities.

**15. Jackson, Noel R. An Introduction to the Harlingen Teacher Renewal Center. Harlingen Independent School District, Texas, 1973. 10 p. Available ERIC. ED 091 355.

The center provides teachers the opportunity to acquire a set of behavioural skills, which are a prerequisite to individualizing instruction, and serves as a model in training the teachers. The set of core materials and branching options is divided into three subjects: Advanced Organizers, Behaviour Skills Labs, and Classroom Planning.

**16. Joekel, Ronald G. An Analysis of Teacher Verbal Behaviour Before and After Participation in the McRel Instructional Staff Development Program. Paper presented at Annual Meeting of American Educational Research Association, Chicago, April, 1974. 17 p. Available ERIC. ED 096 312.

In this study teachers' verbal behaviours were analyzed in terms of their teaching strategies as related to three inquiry models. An expended modification of the Flanders' Interaction Analysis Instrument was used for data collection. Teachers in the program became more indirect in their influence patterns while still leading the inquiry sessions. As a group, teachers showed a decrease in teacher talk while students showed an increase.

**17. Kallenbach, Warren, and Barbara Ward. A Preservice/Inservice Field Test of Minicourse 15: Developing Student Independent Study Skills. Paper presented at Annual Meeting of the American Educational Research Association, Chicago, April, 1974. 10 p. Available ERIC. ED 090 237.

A field test of Minicourse 15, "Developing Student Independent Study Skills" was conducted with selected groups of elementary student teachers and their resident teachers to determine if participation of both student teachers and resident teachers in the minicourse activities yielded significantly higher mastery of the Minicourse 15 skills than for any one group participating alone. Analyses showed that the student teachers group with participating resident teachers group was significantly higher in skill acquisition.

**18. Kotcher, Elaine, and Richard R. Doremus. Increasing Positive Interactive Classroom Behaviour. Great Neck Public Schools, N.Y., 1972. 46 p. Available ERIC. ED 080 421.

Workshops for 88 elementary and secondary teachers were held to examine four hypotheses: (1) training teachers to observe classroom behaviour would significantly increase these same teachers' positive classroom interactive behaviours; (2) secondary teachers would show significantly more gain than elementary teachers; (3) total positive classroom behaviours would increase as the time between training sessions and post-observations

increased; and (4) teachers would continue to train themselves independently after conclusion of the workshop. Findings supported hypotheses (1) and (2). A questionnaire revealed that teachers considered classroom visitations the most useful and films the least useful aspects of the workshop.

**19. Leinhardt, Gaea. A Training Program for Selected Teacher Functions. Paper presented at Annual Meeting of American Educational Research Association, Chicago, April, 1974. Learning Research and Development Center, Pittsburgh University, 1971. 35 p. Available ERIC. ED 087 766.

The purpose of this paper is to present an inservice training program designed to give teachers three groups of selected skills which are useful in an individualized setting: (1) recognition and reinforcement of children's self-management skills; (2) identification and reinforcement of children's task performance skills; and (3) teacher time-apportionment skills.

**20. Leonard, Charles B., and Frederick John Gies. Evaluation of Francis Howell R-III School District Title III, Elementary and Secondary Education Act Innovative Program. Final Report. Columbia: Center for Educational Improvement, University of Missouri, 1972. 56 p. Available ERIC. ED 081 716.

The study evaluated the inservice teacher training program of the district. Analysis of the data collected using several instruments revealed the effectiveness of the program in changing the verbal classroom behaviour of teacher/pupil, increasing student inquiry, effecting the use of higher cognitive levels of questioning by teachers, and developing teacher skill in writing behavioural objectives.

**21. McLeod, Douglas B. The Effectiveness of an Inservice Program for Implementing an Activity Approach to Learning Mathematics in the Elementary School. Madison: University of Wisconsin, 1972. 194 p. Available ERIC. ED 073 943.

Performance criteria were based on the results of an assessment of the behaviours of successful experienced teachers using "Developing Mathematics Processes". Inservice teachers exceeded the criterion levels on 13 of the 24 objectives. Behaviours for which teachers did not reach criterion levels included "asking probing questions" and "managing instruction to provide for individual differences". Seventy-six per cent of the teachers were judged successful in implementing an activity approach.

**22. Melching, William H., and others. Introducing Innovation in Instruction: Inservice Teacher Workshops in Classroom Management. Alexandria, Va.: Human Resources Research Organization, 19[illegible]. 42 p. Available ERIC. ED 048 098.

The three teacher workshops dealt with development and use of instructional objectives stated in performance terms, implementation of the concepts of learning modules and mastery tests, and application of contingency management techniques for controlling student behaviour in the classroom. The program provided participants with first hand practice and experience. Numerous practical exercises were built into each schedule, and participants were asked to use instructional materials, course content, and specific behaviour problems from their school-year environments and experiences. In the contingency management workshop, classroom practice was held with pupils, and teachers alternating as teachers and observers. A follow-up program was being planned.

**23. Miezitis, Solveiga. Development of an Inservice Program to Help Teachers Decrease Distractibility in Their Pupils. Staff study. Ontario Institute for Studies in Education, 1973. 43 p.

A program designed to help teachers acquire a broader understanding of processes responsible for distractibility and teaching behaviours associated with decreases in impulsivity and distractibility.

*24. Mowrer, Donald E. The skillshop for teacher inservice training. Educ Tech 12:49-51 Apr'72. EJ 062 143.

Outlines a program in which the participant first masters a set of assigned readings, then spends one to three days practising the particular teaching skills. Following the skillshop, is an evaluation period of four weeks to one year during which checks are run to ensure that the teacher has mastered and retained the skills.

**25. Partners for Educational Reform and Renewal. Toledo, Ohio: College of Education, University of Toledo, 1973. 73 p. Available ERIC. ED 087 716.

The Ohio model, developed at the University of Toledo and implemented in the Toledo area, was designed to produce comprehensive educational change through the strengthening of relationships among the institutions, programs, and personnel who have an impact on educational change. The strategy of the model is to produce able teachers through the utilization of competency-based preservice teacher education programs, while simultaneously implementing in-service programs that introduce and support educational innovation, such as Individually Guided Education (IGE) and Multiunit Schools (MUS). The pre- and in-service training efforts are organized into five contexts of educational change: instructional organization, educational technology, contemporary learning-teaching process, societal factors, and research. The teacher education center is the conceptual and physical link in the model, tying together the university and the school systems, public and parochial.

**26. Popham, W. James. Applications of Teaching Performance Tests to Inservice and Preservice Teacher Education. Paper presented at Annual Meeting of the American Educational Research Association, New Orleans, 1973. 22 p. Available ERIC. ED 077 972.

Teacher educators have been plagued with the problem of devising useful instructional interventions, but often have been unable to assess the quality of their efforts because of the unavailability of satisfactory criterion measures. The application of teaching performance tests as (1) an instructional intervention, and as (2) a formative or summative evaluation criterion in connection with inservice and preservice teacher education programs is described. Applications of the performance test strategy to both types of programs are presented. This measurement strategy has utility for preservice credential programs and inservice staff development enterprises.

27. Ryan, William P. A menu for teacher workshops. Psychol Sch 11:430-433 Oct'74. EJ 108 730.

Author discusses employing knowledge of group dynamics in conducting a series of sessions with teachers focused around the interaction of teacher and child in the classroom. It is a method of reaching more youngsters, and presents the psychologist with an opportunity to use skills for which he is uniquely trained.

**28. Sanders, Jean E. Preparing Educators in an Inservice Program in Learning Disabilities. Chelmsford: Merrimack Education Center, 1973. 36 p. Available ERIC. ED 075 967.

This model for an inservice program recommends that inservice teacher education programs be responsive to the following three interacting dimensions: organizational structure, including personnel and role assignments; decision-making competencies expected of teachers; and the cognitive, affective and psychomotor behaviours evidenced by teachers. Competencies required by special educators are summarized and include competence in diagnostic and recording skills and competence in assisting students to understand and accept their abilities and limitations.

**29. Shearron, Gilbert F. Inservice/Needs Assessment/Competency Based Teacher Education. Paper presented at Research Conference on Competency Based Teacher Education, Houston, Texas, 1974. 27 p. Available ERIC. ED 091 331.

Author concludes: (a) teachers should make final decision on competencies needed to perform effectively; (b) the assessment procedure should begin with assumption that needs assessment is for the improvement of teaching; (c) a continuum of proficiency for each competency should be developed in order to allow for continuous teacher growth; (d) self assessment should be part of the needs assessment procedure; and (e) the administrative hierarchy of the school district should be involved in the assessment procedure.

**30. Shepherd, Terry, and Nancy Quisenberry. Project Follow-Up: A Model for Developing Professional Competencies in First Year Teachers. Carbondale: Southern Illinois University, 1972. 14 p. Available ERIC. ED 083 207.

Outlines an inservice program designed to benefit first year teachers. Specific objectives of the project include: (a) to provide first-year teachers with on-location, individualized assistance; (b) to help teachers identify and investigate problems of teaching independently (without credit) and to offer courses as part of a continuing education program for credit; (c) to provide continuous evaluation of the university's teacher education program; and (d) to provide service to former SIU students and to the communities in which they work.

31. Shields, Kathleen Marie. A new day for religion teachers. Momentum 5:17-21 Dec'74. EJ 108 581.

Article considers The Qualities and Competencies of the Religion Teacher, an exciting tool designed to help preservice and inservice teachers of religion look at their personal qualities and professional competencies.

**32. Sikula, John P. (ed.). Teacher Education for an Urban Setting. Educational Comment 1973. Toledo, Ohio: College of Education, University of Toledo, 1973. 69 p. Available ERIC. ED 087 712.

Describes implementation of a competency-based education/multi-unit school preparation program designed to serve the needs of teachers and schools in urban communities. Includes both pre-service and inservice components. The inservice program offers training to teachers, supervisors, and administrators in the design and implementation of CBE/MUS-focused change via workshops, seminars, courses, and consultant services. The laboratory (a) provides information storage and retrieval services; (b) conducts demonstrations of teaching techniques; (c) maintains an instructional materials center; and (d) provides resources for instructional materials production; simulation and gaming techniques, and instructional systems development.

**33. Spaulding, Robert L., and Beverly Showers. Applications of the Spaulding System of Classroom Behavioural Analysis in Field Settings. Paper presented at Annual Meeting of American Educational Research Association, Chicago, April, 1974. 27 p. Available ERIC. ED 091 399.

Results indicate that findings are in line with the hypothesis that the training of teachers will significantly reduce the frequency of inappropriate coping behaviour patterns and give strong support to the effectiveness of the Spaulding System.

**34. Sperry, Len, and Tyrone Carter. Nonreactive Measures of Behaviour Change Following Human Relations Training. Paper presented at Annual Meeting of the American Educational Research Association, Chicago, April, 1974. 6 p. Available ERIC. ED 090 258.

Reports effects of a structured inservice human relations training program on teacher coping behaviours in response to student misbehaviours. Results showed significantly fewer psychological and counseling referrals at the elementary and junior levels and fewer discipline cards at the elementary level for the experimental groups as compared with the control groups.

**35. Strickler, Darryl J. Effects of Training with "Minicourse 18" on Inservice and Preservice Teacher Behaviour and Pupil Performance. Paper presented at Annual Meeting of the International Reading Association, New Orleans, May 1-4, 1974. Available ERIC. ED 089 237.

The purposes of this study were to determine the effects of minicourse 18 on the development of 27 specific teacher behaviors related to teaching reading decoding skills to primary grade children. Some of the findings indicated that training with Minicourse 18 contributed significantly to the development and refinement of behaviours related to teaching reading decoding skills. Minicourse 18 also appeared to provide teachers with a more systematic approach to teaching reading decoding skills.

**36. Urbach, Floyd D., and others. Instructional Staff Development. Component 3: Inquiry Behaviours. Kansas City: Mid-Continent Regional Educational Lab, 1972. 95 p. Available ERIC. ED 077 853.

This is a trainer's manual for the third of six components in the Instructional Staff Development (ISD) program. The purposes listed include increasing the participant's awareness of his present style in inquiry behaviour, enabling him to assess and modify his behaviour, and introducing a teacher-directed inquiry model. The hope is expressed that by the end of this component the participant should be able to identify 75 per cent of the inquiry behaviours used by himself and other participants and be able to plan lessons which include the desired inquiry process.

**37. Wilson, Leon L., and others. A Guide for Conducting a Teacher Self-Improvement Program. Little Rock: Central Arkansas Education Center, 1972. 91 p. Available ERIC. ED 079 259.

This guide is designed to assist school personnel in the implementation of a self-improvement program for in-service teachers. The guide details the organization of the program around seven units: (a) orientation; (b) the study of teacher/student behaviour; (c) Flanders Interaction Analysis system; (d) analysis of classroom verbal interaction;

(e) interpretation of the matrix; (f) instructional activities for video tape; and (g) evaluation. For each unit objectives, content, resource materials, and filmstrips are specified.

38. Wood, Nolan Earl, Jr. The Effect of an Inservice Training Program in Verbal Interaction Analysis on Teacher Behaviour in the Classroom. ED.D. thesis, University of Houston, 1968. 88 p.

Conclusions indicated that (1) an inservice program designed to aid teachers in becoming more effective in their verbal behavior in the classroom did change teacher-student verbal interaction, and (2) an inservice training program in teacher-student verbal interaction, at least as indicated in the attitude inventories, did not seem to change the attitudes of teachers in the project.

**39. Wright, Delivee L. Verbal Behaviours Occurring in Biology Classes Engaged in Inquiry Learning. Paper presented at Annual Meeting of the National Association for Research in Science Teaching, Detroit, March, 1973. Available ERIC. ED 089 942.

Reports a study of the verbal behaviours of teachers who had participated in a program designed to enable them to exhibit behaviours which promote inquiry learning on the part of their students. Three observational instruments were used: the Flanders system, the Revised Inquiry Analysis Instrument, and the Affective Behaviours Instrument. Teachers in a student-centered inquiry setting spent more time responding to student questions than teachers in [illegible] inquiry or teacher-centered inquiry settings. Study concludes teachers can modify [illegible]urs to promote more effective inquiry.

*40. Wright, R.E. (ed.). Inserv[illegible]rograms to Improve Teaching Competence. Washington: Association of Teacher Educat[illegible]3 p.

Describes inservice programs designed around a broad definition of teacher competency which includes the human interaction processes referred to as the "silent curriculum". The silent curriculum includes such goals for students as "improved self-concept", "desire for learning" and "respect for others". Teacher competency is just as much defined by skill in promoting these objectives as by skill in promoting the 3 R's.

**41. Zito, Alan, and Bernard Gross. A Procedure for Development of Competency-Based Performance Statements and Module Development for Use with Inservice and Preservice Education. Rochester City School District, N.Y., 1972. 15 p. Available ERIC. ED 084 255.

Report describes developmental procedures used in constructing a competency-based, student/teacher inservice program. Modules were developed from the behavioural goals stated. The appendices include information on definitions, performance statement identification, a systems design for development of performance statements, and a programmed system for modular developments.

CONTINUING EDUCATION IN GENERAL

*42. Bérubé, Rhéal G. Mémoire présenté à la Commission de planification academique, Université de Moncton. Décembre 1969. 80 p.

Ce rapport discute la terminologie, l'andragogie et les objectifs et l'orientation de l'éducation permanente.

**43. Collican, Patricia M. Self-Planned Learning: Implications for the Future of Adult Education. Technical Report No. 74-507. Educational Policy Research Center, Syracuse University Research Corporation, N.Y., 1974. 29 p. Available ERIC, mf only. ED 095 254.

One of the most important implications for professional adult educators drawn from this review of the literature stems from the increasing evidence that adults plan a great deal of learning for themselves without any assistance or intervention from professional adult educators. The studies indicate that an adult's learning project is a specific, personal, and individualized effort. Learners perceived, probably accurately, that group learning did not fulfill personal goals. Current education models must change; new techniques for building learner goals into group learning activities must be explored. People engaged in self-planned learning need and want help with their learning. How will co-ordinating mechanisms be formed to provide the necessary counseling, resources and referrals? Future studies must focus on the major areas and issues of self-planned learning.

*44. Diversity by Design. New York: Commission on Non-Traditional Study, 1973. 178 p. ED 094 109. Not available ERIC.

The final report of a 2-year study sponsored by the College Entrance Examination Board and the Educational Testing Service, the book deals with lifelong learning, external degrees, institutional reshaping and educational alternatives. Several major recommendations that will affect the next decade are: (1) the support of lifetime learning (basic, continuing, recurrent); (2) the shift of emphasis of colleges and universities from degree-granting to service to the learner; (3) the redirection of faculty through inservice development to the use of nontraditional forms and materials; (4) the promotion and use of educational technology (cable television, computers, videotape recordings, and satellite broadcasting); (5) the development of new agencies to provide and disseminate information and provide counseling services; (6) the development of new evaluative tools for accreditation and credentialing; (7) the encouragement of collaboration among collegiate, community, and alternate educational entities.

**45. Dubin, Samuel S. Obsolescence or Lifelong Education: A Choice for the Professional. 1972. 35 p. Available ERIC. ED 069 937.

Lifelong education, in which the learning process is continuous and unbroken, for the professional is discussed from the standpoint of obsolescence, its symptoms and causes, and present efforts to cope with it. The concept of half-life is used to describe a professional's competence, and it is stated that the two factors that are most prominent in hastening professional obsolescence are the rate of change and the addition of new data and knowledge. Two examples of coping with teacher obsolescence, in Japan and Great Britain, are briefly described. It is believed that psychological possess specific skills by which they can contribute to continuing education and, at the same time, may benefit by new employment opportunities in this field.

**46. _____. The Psychology of Keeping Up-To-Date. 1972. 17 p. Available ERIC. ED 069 938.

Two major factors in updating the skills of professional personnel -- motivation and organizational climate -- are integral parts of the concept of lifelong education for updating. A principal determinant of motivation is said to be achievement motivation; a professional must be highly motivated in order to maintain competence throughout his career. It is stated that achievement motivation can be developed in persons as well as built into jobs. Organizational climate is defined as organizational and management practices that arouse motivation, condition attitudes, and shape behaviour on the part of its members. A high organizational climate is seen as emphasizing the following characteristics: achievement, concern for excellence, emphasis on problem solving, high reputation for work performance, appropriate training, supportive and friendly atmosphere, and initial job orientation. On-the-job learning is considered an important variable of organizational climate, as is the stimulation provided by peer interactions as well as interaction with superiors and subordinates. It is believed that a company should have a written policy that requires updating for its employees.

*47. Faure, Edgar, and others. Learning to Be: The World of Education Today and Tomorrow. Paris: Unesco, 1972. 313 p.

Contains recommendations and speculation regarding the future of education for both children and adults.

*48. Gannicott, Ken. Recurrent Education. A Preliminary Cost-Benefit Analysis. Victoria: Australian Council for Educational Research, 1972. 24 p.

Puts forth the view that schemes of recurrent education cannot be justified on economic grounds because the earnings foregone by adults are so much higher than those foregone by young people.

49. Grabowski, Stanley M. Continuing education in the professions. Adult Lead 19:34-35 May'70. EJ 021 216.

This article presents representative documents in the fields of general studies, public administration, medicine and health, education, law, engineering, and religion.

**50. Jannè, Henri. Permanent Education: An Agent of Change in the Present Education System. Strasbourg, France: Council for Cultural Cooperation, Council of Europe, 1969. 38 p. Available ERIC. ED 038 600.

Permanent education, with its functional requirements and its own development, is beginning to be an agent of radical change in the whole traditional educational system. In the future, the schooling of youth will be more and more devoted to acquisition of methods of thought, adaptive attitudes, critical reactions and disciplines which teach how to learn. The occupational period will be characterized by leisure time, some of which will have to be devoted to occupational adjustment and to keeping abreast of knowledge. Retirement at 65 will be a thing of the past. The structure, objectives, and methods of the traditional school will be wholly changed; it will give way to a new system which will provide for study levels independent of pupils' age. It will mean an end to the acquisition of encyclopaedic knowledge as the aim of education, the end of loss of literacy, of the empirical transmission of knowledge, of specialization in the primary schooling phase, and of traditional methods at all levels.

**51. Jocher, Herbert. The Future Shape of Permanent Education. Strasbourg, France: Council for Cultural Cooperation, Council of Europe, 1970. 19 p. Available ERIC. ED 042 970.

Continuing education in Europe will require constant renewal, democratic feedback, and personal flexibility. In its future form, it might begin with basic education as a foundation for vocational education, which in turn would evolve into forms of further training, refresher training, and retraining in keeping with the ideal of a dynamic, free society. A comprehensive system is needed which gives each individual opportunities for lifelong education suited to his talents, wants, and needs. Guidance and evaluation must also be improved. Finally, Europe will need an integrated continuing education system based on advanced technology.

**52. Kidd, James Robbins. Relentless Verity: Education for Being - Becoming - Belonging. Address delivered upon receiving the Syracuse University William Pearson Tolley Medal for Distinguished Leadership in Adult Education. October 8, 1973. 33 p. Available ERIC. ED 094 158.

The dynamic relationship of the concepts of being, becoming and belonging is and must be the heart and central goal of adult education. The concept can be understood most readily by examination of the writings of humanist psychologists such as Carl Rogers, Fritz Perls, Gordon Allport and Abraham Maslow. Being - becoming - belonging comprehends three of the major concepts about education that have been developing in the past two decades: education permanente or lifelong learning with its many points of entry and many renewed episodes; the "learning system" that includes formal and informal activities; and self-directed learners with the increasing capacity to initiate and take charge of their own learning.

*53. The Learning Society. Report of the Commission on Post-Secondary Education in Ontario. 1972. 266 p. ED 095 256. Not available ERIC.

The Commission makes 126 specific recommendations, reflecting its general conclusion that continuing education is a pervasive molding force which requires flexibility in the post-secondary system.

*54. Lifelong education (theme issue). Educational Documentation and Information no. 185, 1972.

Includes articles on factors contributing to change in education systems, the conceptual framework of lifelong education, and examples of innovations bearing on the future development of lifelong education.

55. Lindsay, Carl, and others. Professional obsolescence: implications for continuing professional education. Adult Educ 25:3-22 Fall'74. EJ 105 505.

**56. Luke, Robert A. The Role of the Professional Association in Continuing Professional Education. 1972. 15 p. Available ERIC. ED 069 946.

A discussion of those programs and activities of institutions of higher education, of employers and of professional associations which involve some sort of joint action or a collaborative effort on the part of any combination of two or more of any of the three is presented. The focus of this discussion is on those training programs which require released time, depend upon cooperative decision making patterns, and which are clearly aimed at systematic career development. The three major forces — the university, the professional association and the employer — are frequently completely separate and unrelated to each other. It was found that the process of sharing resources, of planning together, and of learning from each other can only take place within a deliberately developed intellectual climate which supports fact-finding, systematic problem solving, and rational self-evaluation.

**57. Mushkin, Selma J. (ed.). Recurrent Education. Washington: National Institute of Education, 1973. 354 p. Available ERIC. ED 094 148.

The volume presents 24 papers deriving from the March 1973, Georgetown University Conference of Recurrent Education, the first major meeting on recurrent education to be held in the United States. The conference findings underscore the many problems and issues favoring greater flexibility in the timing of education and educational systems that give meaning to the broadening of these choices. The intent of the meeting was to provide American scholars a sense of European thinking about recurrent education to promote an interest at home.

**58. Ohliger, John, and Joel Rosenberg (comp.). Compulsory Adult Education. Columbus: College of Education, Ohio State University, 1973. 41 p. Available ERIC. ED 079 572.

This annotated bibliography contains 231 entries dealing with (1) compulsory adult education in general, (2) concepts significant to adult education, including lifelong education, permanent education, the learning society, recurrent education and deschooling, (3) compulsory adult education in the professions, and (4) compulsory adult education in the health professions.

59. Pearlman, Samuel. Mandated continuing education: weathervane for the lifetime of the professional? International Journal of Continuing Education and Training 3:185-91 Winter/Spring'74.

Professionals' support for the concept of continuing education is contaminated by a strong opposition to any legislative mandate. Predicting that the relicensure pattern and a continuing education requirement will soon become fixtures of all professional statutes, the author recommends a task force to develop standards, programs and evaluation systems.

60. Perry, P.J.C. Permanent education: the British approach. BACIE Journal 28:126-8 Oct'74. EJ 107 016.

Different European nations have taken different paths toward the common goal -- a purposeful action program in lifelong education. The contrasts, similarities and progress to date are examined and vocational education and training needs discussed.

61. Sneed, Joseph T. Continuing education in the professions. J Higher Educ 48:223-38 March'72. EJ 057 307.

What is lacking in colleges and universities is the desire on the part of many academic people to contribute their services to continuing education as well as the funds that would provide the compensation necessary to overcome this reluctance.

**62. Tempero, Howard E. (ed.). Education for a Learning Society. Papers presented at 1969 annual meeting of National Society of College Teachers of Education. 63 p. Available ERIC. ED 045 555.

Includes paper by David Turney which demands teacher education programs more deeply committed to continuous professional learning for teachers, and greater freedom, excitement and imagination in that learning.

**63. Thomas, Alan M. A Brief on the Concept of Continuing Education. 1970. 38 p. Available ERIC. ED 045 902.

Discusses the difficulties created by the lack of a clear relationship between formal and adult education systems in Canada, the chaotic conjunction of the two systems -- one pressing upward and the other pressing downward. Proposes continuing education as a solution to the problem posed by the present educational structure. A system of continuing education would base its theoretical framework on the fact that human beings are capable of learning different things in different ways throughout their lives. Such a system would put a premium on the operation of individual choice about learning as early in one's life as possible.

*64. Université de Moncton. Extension de l'Enseignement. Forum de l'APACUE, Antigonish, avril 1974.

Ce rapport est une présentation des activités de l'Université de Moncton relativement à l'éducation permanente. Il contient un perspective historique et un sommaire des objectifs.

**65. Valley, John R. Promising Program Ventures: A Review of Recent Developments Regarding the External Degree. Princeton, N.J.: Educational Testing Service, 1973. 18 p. Available ERIC. ED 091 536.

Five external-degree-related developments contribute to increasing lifelong learning opportunities: (1) extension of degree granting authority; (2) geographic extension of institutional operations; (3) use of the community as an educational resource; (4) stimulation of external degree programs for facilitative and supportive services; (5) the observations and recommendations reflecting professional opinion. Such programs increase the need for techniques and services for assessing learning whenever or wherever it may have occurred. The major approaches receiving attention are credit by examination, course evaluations, individual assessment and validation model external degree programs. There are problems in the programs which require resolution, however, before the "Learning Society" becomes a reality.

66. Woods, Ronald G. Recurrent education in practice. Studies in Adult Education 6:16-27 April'74.

Leicester University's role in inservice education.

THE CONTINUING EDUCATION UNIT

**67. A Computerized System for Multi-Institutional Filing and Reporting of Continuing Education Units: Policies and Procedures, Forms, Instructions and Computer Printout. Columbia: University of Missouri, 1974. 161 p. Available ERIC. ED 091 611.

Includes a description of the recording system for CEU's earned in the University of Missouri's statewide program. The basic output of the CEU system will be a roster and CEU certificate, but it also functions as a general inquiry system for the student, counselor and administrator.

**68. The Continuing Education Unit. New York: American Management Association. 5 p. Available ERIC. ED 089 142.

Describes the purposes of the CEU as (1) to allow individual to build a permanent record of achievement; (2) permit the accumulating, updating and transfer of individual continuing education records; (3) encourage long-range educational goals for individuals, professional groups and institutions; (4) make continuing education more attractive; and (5) encourage the individual to marshall a host of continuing education resources to his or her needs.

**69. The Continuing Education Unit. Five Guideline Statements: Purdue University, Indiana University, University of Delaware, University of New Hampshire, University of North Dakota. 1973. 34 p. Available ERIC. ED 090 424.

The National Task Force Interim Statement of 1970, regarding the utilization of the Continuing Education Unit (CEU), provides the basic framework of these five documents. All agree in their definition of the CEU as 10 contact hours of participation in an organized continuing education experience and set forth criteria for applying the CEU to their respective institutions.

**70. Continuing Education Unit: A Collection of Five Articles 1972. 1972. 17 p. Available ERIC. ED 090 444.

Articles by Charles B. Lord, Paul J. Grogan, Rodney A. Lane, Donald J. McPherson, and C.F. Tripp.

**71. Continuing Education Unit: A Collection of Five Journal Articles 1968-1971. 1971. 19 p. Available ERIC. ED 090 443.

Articles by Milton Stern, Robert J. Pitchell, Paul J. Grogan, Keith E. Glancy and Robert L. Jacobson outline the development and potential of the CEU.

**72. The Continuing Education Unit. Guidelines and Other Information. Atlanta, Georgia: Southern Association of Colleges and Schools, 1973. 50 p. Available ERIC. ED 089 135.

Provides guidelines for implementing the CEU. A 36-page appendix includes the Standard Nine, the National Task Force Statement, and model plans and forms of the University Systems of Georgia, Virginia and Florida.

**73. Douglas, Stephen A. The Continuing Education Unit. Rolla: University of Missouri, 1973. 11 p. Available ERIC. ED 089 144.

At the University of Missouri-Rolla, computerized program recording and efficient data storage and retrieval of the CEU's are utilized and these units have been incorporated into a permanent student record system similar to the one presently used for credit courses. The real value of the CEU is that it is intended to have merit or utility only in such instances that it meets the needs of a particular clientele group. The key to the success of the CEU will be found in its discriminating use.

74. Glancy, Keith E., and John A. Rhodes, Jr. The Continuing Education Unit: Criteria and Guidelines. Final Report of the National Task Force on the Continuing Education Unit. Washington, D.C.: National University Extension Association, 1974. 42 p. ED 091 609. Not available ERIC.

The continuing education unit (CEU) has been designed to facilitate the accumulation and exchange of standardized information about individual participation in noncredit continuing education. The CEU is to be applied only after content, format, and methodology have been determined to avoid creating stereotypes in terms of program length, methods, or formats used in meeting educational objectives. One CEU is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. It has several uses for the individual, professional organizations, and educational administration. Appropriate use of the CEU is determined by Task Force guidelines.

**75. Glancy, Keith E. Continuing Education Unit: Three Pilot Project Reports, September 1970 to June 1971. Washington: National University Extension Association, 1970. 16 p. Available ERIC. ED 089 140.

Includes evaluation reports on CEU acceptance, operational problems, deficiencies, recommendations for the future, and general comments.

**76. _____, Continuing Education Unit: Update. Speech presented at Annual Meeting of the National University Extension Association, April 1972. 7 p. Available ERIC. ED 090 437.

Notes that the Southern Association of Colleges and Schools has adopted Standard Nine which dictates the use of CEU for all continuing education activities of a noncredit nature, and that the units be translated into fulltime equivalent students. Many institutions are now using the CEU. How the CEU will relate to the college credit in non-traditional degree programs is a problem for discussion.

**77. Grogan, Paul J. Continuing Education Comes of Age. Speech given before American Society for Engineering Education, Milwaukee, Wisconsin, November 20-22, 1968. 7 p. Available ERIC. ED 090 428.

Suggests that a broad national approach is being developed to bring to maturity the disorganized elements of continuing education programs. Twenty-eight professional and educational organizations and government agencies are cited and their individual efforts in setting up their own continuing education certification programs described. The National University Extension Association's National Task Force Statement regarding the Continuing Education Unit (CEU) is included.

78. _____. Continuing Education Unit. Washington: American Society for Engineering Education, 1971. 5 p. ED 090 427. Not available ERIC.

Greatest rationale for CEU is the ease and universality with which it may be applied to existing programs of continuing education. Sponsors should be concerned with content and manner of presentation of the learning experience, user groups with needs and purposes.

**79. _____. The Continuing Education Unit: Future of the CEU. Speech given before American Society of Engineering Education, Madison, Wisconsin, October 4, 1973. 5 p. Available ERIC. ED 090 426.

Defines one CEU as ten normal classroom hours of noncredit continuing education. Suggests that the CEU is inevitable once there is an identifiable sponsor administering, instructing, measuring and recording individual participation on an accessible, transferable, and essentially permanent basis. Paper also notes that the user, alone or in groups, determines where his continuing education program takes him.

**80. _____. The Continuing Education Unit: Operational Problems. A letter from Paul J. Grogan to Ms. Marylyne Hynds, C.W. Post College, Greenvale, Long Island, New York. November 24, 1972. 12 p. Available ERIC. ED 090 431.

Deals with typical adverse comments concerning the utilization of the Continuing Education Unit. In reply to the question "What does the CEU mean once accumulated ?" replies that each user group must establish, police, and maintain its own requirements for recognition.

**81. Guide for Implementation of the Continuing Education Unit in the University of North Carolina: Three Documents. Raleigh: North Carolina State University, 1973. 30 p. Available ERIC. ED 090 439.

Includes paper by W.L. Turner which predicts growing national recognition of the CEU and sees professional societies and organizations, business, industry, labour and government as potentially large users of the CEU.

**82. Henninger, Ronald W., and Joe W. Dyer. Accrediting the New Clientele for Post-Secondary Education. 1974. 6 p. Available ERIC. ED 089 801.

Explains the Continuing Education Unit. At Jefferson College in Missouri the CEU is an evaluative unit used in awarding a Continuing Education Diploma.

**83. The Individual Education Unit (IEU) and its place in continuing education. Cadence. (Special Continuing Education Issue)4:1-70 Nov/Dec'73. American Society for Medical Technology, Bellaire, Texas. ED 091 608.

Announces the Professional Acknowledgement for Continuing Education (PACE) Program and the Individual Education Unit (IEU). The IEU is offered in recognition of one hour of participation in a continuing learning experience that may not qualify for use of the Continuing Education Unit (CEU) (which requires 10 hours of participation).

**84. Kaplan, Anne C., and Clive C. Veri. Continuing Education Unit. De Kalb: ERIC Clearinghouse in Career Education, University of Northern Illinois, 1974. 126 p. Available ERIC. ED 094 213.

The document attempts to consolidate and summarize the literature which documents the development and initial use of the continuing education unit (CEU). The first section discusses the need for legitimization of an individual's participation in noncredit programs. Section 2 presents a brief history of the CEU, and the third section interprets the definition of the CEU. Various applications of the CEU and how it is to be cited in record systems are discussed in the next two sections. The final section of the narrative portion of the document presents three areas of potential controversy and confusion over the CEU.

**85. National Task Force on a Uniform Measurement Unit for the Recognition of Continuing Education: Working Papers; and The Continuing Education Unit: A Uniform Unit of Measure for Non-Credit Continuing Education Programs. (An Interim Statement of the National Task Force.) Washington: National University Extension Association, 1970. 33 p. Available ERIC. ED 090 421.

Task force established in 1968 issued interim statement in 1970 defining the Continuing Education Unit as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction."

**85. Phillips, Louis Edwin. A Study of the Uses and Effects of the Continuing Education Unit Within Selected User Groups. Ed.D. thesis, University of Georgia, 1973. 182 p. Available ERIC. ED 090 425.

Efforts toward implementation of the CEU in the medical and engineering professions, labor unions, business and industry, and governmental agencies, reveal the following questions: (1) what is an "organized continuing education experience"; (2) how is "responsible sponsorship" determined; (3) how are qualitative parameters insured; and (4) how can criteria be developed for both local and national groups.

**87. Preliminary Handbook of Criteria and Procedures to be Used With CES-CEU Programs 1973-74. East Lansing: Continuing Education Service, Michigan State University, 1973. 23 p. Available ERIC. ED 090 430.

Suggests six specific objectives and six criteria for CEU approval of instructional programs. Includes step-by-step guidelines for registration and certification procedures and the maintenance of student and program records.

**88. Professional Acknowledgement for Continuing Education (PACE): General Information Forms. Bellaire, Texas: American Society for Medical Technology, 1974. 20 p. Available ERIC. ED 090 433.

The society will keep a central, permanent file of continuing education credits for persons in the field of medical technology and will record (1) College/University credits, (2) Continuing Education Units (CEU), and (3) Individual Education Units (IEU).

89. Rhodes, John Augustus Jr. Utilization of the Continuing Education Unit in Conferences, Institutions, Short Courses, Workshops, Seminars, and Special Training Programs within the Southern Association of Colleges and Schools. Ph.D. thesis, Georgia State University, 1973. 212 p. ED 090 420. Not available ERIC.

Uses Delphi Technique to forecast use of CEU by 1980 in programs within the Southern Association of Colleges and Schools. Concludes that by 1980 the CEU will have broad acceptance, CEU programs will be of higher quality, the CEU will be used to measure faculty work loads, business and professional organizations will help fund and use the CEU for updating and re-licensing.

**90. Small, Hazel G. Continuing Education Unit. Raleigh: North Carolina State Board of Education, 1973. 19 p. Available ERIC. ED 090 438.

Adults today need a kind of accreditation that recognizes both their continuing pursuit of competence and their current level of ability. Activities outside of and supplemental to more traditional curriculum programs provide the kind of learning opportunity needed and constitute the present major form of continuing education. The development of the CEU and pilot projects in its use were the result of a task force study of the feasibility of a uniform unit of measurement for continuing education activities.

91. Sork, Thomas J., and Mary L. Pankowski. Continuing education: the university's "buyer protection plan". Adult Lead 23:203-6 Jan'75. EJ 110 453.

Students in institutions of higher education are, in effect, consumers of a high priced product. University continuing education is in a unique position to operationalize a warranty system with the Continuing Education Unit, which gives the student some assurance that his alma mater will continue to be concerned about him.

**92. Turner, W.L. Needed -- A Uniform Unit to Measure One's Continuing Education. Speech prepared for Annual Conference of the National Association of University Evening Colleges, San Francisco, November 13, 1968. 12 p. Available ERIC. ED 090 434.

Since in the very near future, in many types of occupations, participation in some form of continuing educational experience is going to become a virtual necessity, a start should be made now to lay the groundwork for the future situation. A structural element on which to organize continuing education experience is the Continuing Education Unit (CEU), which will make recordkeeping possible.

**93. Utilization of the Continuing Education Unit Within the University System of Georgia: Three Documents. Atlanta: University System of Georgia, 1973. 49 p. Available ERIC. ED 090 432.

Includes methods of implementation, classifies activities, and discusses administrative responsibilities.

**94. Williams, Jack K., and Grover J. Andrews. The Continuing Education Unit and Adult Education. Washington: Adult Education Association of U.S.A., 1973. 17 p. Available ERIC. ED 086 868.

Paper stresses need for higher education institutions to prepare now for adult education programs, an anticipated major component of American higher education during the seventies and eighties. Describes the place of the CEU in adult education.

**95. Working Paper on the Continuing Education Unit: One Model on the Use and Implementation of the CEU Within a University System. Atlanta, Georgia: Southern Association of Colleges and Schools, 1972. 31 p. Available ERIC. ED 089 139.

Offers twenty-one questions probing the limits and possibilities of the CEU. It includes the Georgia Plan, presenting possible methods of implementation, administration and reporting of CEU's, and criteria for CEU utilization.

CURRICULUM DEVELOPMENT BY TEACHERS

96. Burke, Marguerite. The Professional Growth of Teachers Participating in Project Canada West. M.Ed. thesis, University of Saskatchewan, October 1973.

97. Jeffares, David. A Descriptive Study of Teacher Decisions in Curriculum Development. Ph.D. thesis, University of Alberta, 1973. 233 p.

Investigated the role of the classroom teacher in the curriculum decision making process; included content analysis of curriculum plans developed by teachers.

98. Miller, Thomas William. An Analysis of Teacher Participation in Curriculum Development for Project Canada West. Ph.D. thesis, University of Saskatchewan (Saskatoon), September 1972. 229 p.

The population of the study consisted of 59 participants in 14 sub-project teams in British Columbia, Alberta, Saskatchewan and Manitoba.

*99. Miller, Thomas William, and Harry Dhand. The Classroom Teacher as Curriculum Developer for Project Canada West. Saskatoon: Saskatchewan Teachers' Federation, 1973.

100. Pylypiw, James A. Classroom Curriculum Development. Ph.D. thesis, University of Alberta, Spring 1974. 176 p.

Study identified factors influencing teachers in making curriculum decisions and the patterns of classroom curriculum development perceived by teachers.

101. Sturgess, David. An experiment in inservice training. Mathematics Teaching n.65, 43-46 Dec'73. EJ 091 798.

Shortcomings of inservice programs are discussed in terms of teachers' needs. Described is an extensive inservice program which attempts to assess and meet teachers' needs by involving the teachers in the planning and development of courses.

DELIVERY SYSTEMS

*102. Adams, Anne. Structure and content of inservice education programs. Education 92:13-16 Nov-Dec'71. EJ 048 533.x

Described are seven inservice education sessions located in three states and attended by the author.

*103. Anderson, G.J. Open access study plan. Lighthouse 1:23-4 Summer'74.

Describes the Atlantic Institute's plans for offering master's and doctor's degrees which will permit students to plan programs which suit their learning needs, contribute to the improvement of education in the region, and utilize learning resources within the Atlantic Provinces and even beyond. No distinctions in the program are made between full-time and part-time, or resident and extra-mural study.

*104. _____. The Open Access Study Plan: A New Approach to Continuing Teacher Education. Paper presented to the Canadian Association of Professors of Education, Canadian Society for Studies in Education, Toronto, June 1974.

The Atlantic Institute is offering graduate programs in education which will enable students, under supervision, to plan highly individualized programs.

*105. Anderson, R.M. The role of the teacher in curriculum development. NTA J 66:15-24 Winter'74-75.

Points out that in Canada it is largely from the field of social studies, and particularly through the work of the Canada Studies Foundation, that teachers are being given a chance to participate actively in curriculum development. Then he reports results of a questionnaire survey of Newfoundland and Labrador teachers involved in Project Atlantic Canada regarding (1) what motivates teacher involvement in curriculum development, and (2) what changes take place in a teacher as a result of involvement in curriculum development.

**106. Askov, Eunice N. Rural Teacher Education Through a Consortium of School Districts in Northern Minnesota. Paper presented at Annual Meeting of International Reading Association, New Orleans, May 1-4, 1974. 5 p. Available ERIC. ED 092 885.

Paper introduces five alternatives for delivery of continuing teacher education in reading in rural areas. Programs range from face-to-face relationship of college instructor with rural teachers to computer-assisted instruction through a mobile van. Others include a federation of area schools which requests specific types of inservice workshops and a competency-based program using workshops and learning packages. The latter two programs lead to degree credit.

107. Bell, H.K. Inservice training in Kent. Trends Educ no.18:45-50 April'70.

108. Bird, Barbara. Interinstitutional workshop: a change model of inservice education. New Campus 27:21-4 Spring'74. EJ 101 785.

*109. Boal, Stephen, and J. Gram. A Program for Upgrading Foreign Teachers. Brock University. Paper submitted as background for the Canadian Teachers' Federation conference on continuing education for teachers, Vancouver, May 5-7, 1975. 11 p.

Outlines an inservice degree program being taken at Brock University by twenty-one Tanzanian students.

*110. Bouzan, L. Inservice education. NTA J 63:4, 28 Spring'72.

Describes the professional development activities of the NTA's Special Interest Councils.

**111. Brainard, Edward. Individualizing Administrator Continuing Education. An Occasional Paper. Denver: CFK Ltd., 1973. 72 p. Available ERIC. ED 089 422.

Summarizes the practices of 45 school districts which have been operating individualized continuing education programs. Focus of the programs is improved leadership behaviour of school administrators. Guidebook is for superintendents, principals, key teachers, professors, coordinators, assistant principals and assistant superintendents.

*112. Burke, M., and H. Dhand. Professional growth of teachers participating in Project Canada West. Sask Admin 7:19-29 Feb'74.

Reports results of a questionnaire administered to the teacher-participants associated with Project Canada West.

113. Cashdan, Asher. Inservice training -- the educational studies faculty at the Open University. Educ Develop 1:10-11 Summer'74.

*114. Church, John S., and others. Professional Resources for Teachers: Needs and Networks. Vancouver: British Columbia Teachers' Federation, 1974. 156 p.

Reports results of a survey of the availability of professional materials and personalized library services to British Columbia teachers. Includes comparisons with libraries available in medicine and law in B.C. and professional teachers' libraries in Saskatchewan and Manitoba. Recommends establishment of a system and means of funding which lead to a network of regional and central resource centres for teacher use.

*115. Coleman, Peter, and Shirley Merry. Inservice: how St. Boniface made it work. Man Teach 53:5 Oct'74.

Describes an inservice project planned at the divisional level in St. Boniface but held in the form of small group workshops at various schools in the division. Evaluation surveys indicated that most teachers found the workshops relevant to their present or future assignments and a useful source of ideas, skills and materials.

*116. Dyer, J. Going bananas in the staff room. ATA Mag 54:36-7 Mar-Apr'74.

Suggests ways in which staff development can take place within school hours.

*117. Eckman, John C. Classroom research by the teacher: a useful tool for inservice education. Illinois Educational Review 2:19-25 Summer'73. EJ 082 607.

118. Ellison, M. Junior workshop. Trends Educ 22:45-8 April'71.

Describes consultation between Shropshire primary teachers.

**119. Erdos, Renee, and John H. Clark (eds.). Correspondence Courses for Inservice Teacher Training at Primary Level in Developing Countries. International Studies in Education 28. Hamburg (West Germany): UNESCO Institute for Education, 1971. 54 p. Available ERIC. ED 091 358.

This conference report is divided into two sections: (a) Policy and Planning and (b) The Establishment of an Institution. It provides guidelines for setting objectives, estimating costs, developing curriculum and evaluating student work.

120. Evans, Rupert N., and Wayne N. Lockwood. Mail order inservice education. Illinois Career Education J 31:26-8 Spring'74. ED 098 983.

A description is given of the development, implementation, and the functional outcome of a revised inservice education correspondence course on leadership development in vocational education, which was offered by the University of Illinois. When used as group study and with invited guidance and administrative personnel, the course was very effective.

*121. Falkenberg, E., and others. Continuing professional education of teachers: views from Alberta's universities. ATA Mag 52:30-3 Nov-Dec'71.

Outlines the programs in continuing education for teachers of Alberta's three universities.

*122. Felker, Donald W., and others. Teacher rigidity and continuing education. J Teach Educ 22:460-63 Winter'71. EJ 051 258.x

Describes a program at the University of Maryland.

**123. Fifer, Fred L. Jr., and Donald E. Rush. Development of an Inservice Model Based on Program Evaluation. Paper presented at Annual Meeting of American Educational Research Association, April 1974. 7 p. Available ERIC. ED 088 946.

Theoretically, inservice provides enrichment through a variety of activities. Unfortunately, many activities are not designed for individual needs and teachers are unable to relate to purposes of inservice. This model bases inservice on the implications and recommendations resulting from program evaluation using the Kunkel-McElhinney model. Following adaptation/administration of this evaluation, a report is compiled and presentation/confrontation with the faculty constitutes initial inservice. Student feedback is used to enable teachers to formulate appropriate curricular alternatives.

**124. Filep, Robert T., and others. A New Model for Inservice Training: A Report of a Survey of Thirteen Counties in Northern California. El Segundo, California: Institute for Educational Development, 1971. 114 p. Available ERIC. ED 053 101.

This study was to evolve a new model for inservice training of teachers and administrators in rural and urban areas of California. Initially, 1,600 individuals were surveyed regarding their inservice activities. The data were then evaluated using "Filep's intersect theory of assessment" which employs an analysis of consensus as well as disagreement overlap. The model that emerged was constructed utilizing both the survey data and the assistance of a task force representing the 13 participating counties. The model involves establishing (1) a "people network" of individuals responsible for inservice programs at all levels; (2) a communication and utilization system to unite these individuals and a means for developing, conducting and evaluating inservice programs; and (3) a basic plan or schedule that provides for inservice activities and their sequencing. Two versions of the model have been developed, the first including a school year plus a summer program and the second directed solely to the academic year.

125. Fleming, Alec. The Open University and inservice training. Educ Develop International 2:13-18 Jun'74.

*126. Fotheringham, J.A. Inservice education: a vital necessity. ATA Mag 52:15-17 Nov-Dec'71.

Describes local professional development activities of teachers in Alberta.

**127. Haines, Peter G. Career Education: Inservice Teacher Education. Information Series Number 92. Columbus: Center for Vocational and Technical Education, Ohio State University, 1973. 46 p. Available ERIC. ED 086 888.

The major theme of this paper is that sound planning and management of a systematic inservice delivery system is basic to implementing career education. Steps in the strategy for inservice education are outlined, with a strong recommendation that the school district assume the cost of the professional retraining for the major policy change inherent in the career education concept. A case study of a preservice career education module is presented as a model for the design of an in-service program.

**128. Handley, Herbert M., and James F. Shill. Assessment of Inservice Vocational Teacher Education in Mississippi. Mississippi Research Coordinating Unit for Vocational-Technical Education, State College, 1973. 76 p. Available ERIC. ED 090 364.

Based on 781 responses from vocational educators to survey using the Assessment of Inservice Teacher Education Scale. Considers the effectiveness of two types of in-service programs: those conducted by institutions and those conducted by the State Division of Vocational and Technical Education. Results of the study distinguish between credit and noncredit workshops, service areas of teachers, level of performance reported, and educational level of respondents.

**129. Harty, Harold, and others. An Interactive Network for the Introduction of Innovations in Education: Organization, Training, Operation and Impact. Paper presented at American Educational Research Association Annual Meeting, New Orleans, 1973. 35 p. Available ERIC. ED 075 913.

The concept, organization, and operation of an interactive network for curriculum change is described, and data concerning the impact of this collaborative activity on instructional practice in public schools and colleges is presented. Specifically, the paper focuses on (1) the characteristics of a prototype model for harnessing the innovative energies of individuals and institutions (public schools, State departments of education, colleges, federal agencies); (2) how participants were prepared to serve in the networks; (3) activities in which participants engaged; and (4) the network's impact on instructional practice (including pupil performance) in participating public schools and colleges.

130. Henriksen, Spaet. Inservice training at the Royal Danish School of Educational Studies, Copenhagen. New Era 55:282-4 Dec'74.

**131. Herrin, Alan R., and others. Teacher Training in Inquiry by a Performance Contractor: A Unique Experiment in Jacksonville, Florida. Fort Lauderdale: Nova University, 1971. 147 p. Available ERIC. ED 069 617.

This study, conducted by a research team from the Behavioural Sciences Center of Nova University, investigated three features of the inservice teacher training program, connected with Project Impact in Jacksonville, Florida, which are not found in most projects involving performance contractors. First, Duval County was the first district to prepare their own Request for Proposal. Second, the contractor agreed to meet the conditions, stated by the Duval County Schools, that the teacher training program emphasize the use of inquiry techniques in teaching and that the subsequent teaching of 300 target students would be by the inquiry method. Third, this project marked the first attempt by a contractor to train locally-employed teachers to take the responsibilities for the classroom instruction.

132. Johnston, David J. The University Centre for Teachers in Schools and in Institutions of Further Education. A personal account. Brit J Inservice Educ 1:18-23 Autumn'74.

**133. Katz, Lilian G. A Pilot Study of the Advisory Approach to Inservice Training. Final Report. Urbana: University of Illinois, 1973. 33 p. Available ERIC. ED 083 190.

The evaluation of this project provides further evidence that the more traditional modes of inservice training need to be replaced with programs that provide help for teachers in their own individual classrooms. Advisors who assume roles of working in school settings over extended periods of time need to have certain qualities that will make them more effective in carrying out their task. In addition to having expertise in the form of broad backgrounds, varied experiences, and skill in demonstrating activities with children, advisors need to be honest, open, gentle, constructive, nondefensive, resourceful, and committed to their work. The advisors in this project seemed to be successful because they exhibited these qualities to teachers and because they convinced the teachers with whom they worked that they cared.

*134. Katz, Lilian G., and others. The advisory approach to inservice training. J Teach Educ 25:154-159 Summer'74. EJ 101 726.

Reports highlights of a year's experience with providing inservice assistance to teachers only when such assistance has been requested by them, and in situ, rather than in courses, institutes or seminars.

**135. _____. The Advisory Approach to Inservice Training. Urbana: University of Illinois, 1973. 17 p. Available ERIC. ED 083 158.

This report presents the highlights of a year's experience with the advisory approach to the inservice education of elementary school teachers. The term "advisory" is defined as inservice assistance to teachers that is provided only at their request, in terms of their own goals, and "in situ" rather than in formal courses; it is designed in such a way that teachers become self-reliant and independent. The report, based largely on the advisors' field notes, answers questions about what it is like to be an advisor, what problems arise in the course of using this approach, and how an advisory system should be designed.

**136. _____. A Collection of Papers for Teachers. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1974. 53 p. Available ERIC. ED 088 592.

The first paper, "The Advisory Approach to Inservice Training" presents the highlights of a year's experience with the advisory (on-site consultant) approach to the inservice education of elementary school teachers.

137. Keilty, Joseph, and Robert Kranyik. The MAP: an experiment in individualized inservice education for teachers. International J of Continuing Educ & Train 3:1-15 Summer'73. EJ 098 912.

The continuing education characteristics, operational model, and preliminary results of the University of Bridgeport's Multiple Alternatives Program (MAP) are considered. MAP is an individualized, competency-based program for the inservice education of elementary teachers consisting of four related aspects: assessment, planning, training and evaluation.

138. MacIntyre, Robert B. Inservice training through short term conferences. Excep Child 38:412-5 Jan'72. EJ 048 879.

Discussion of short term conferences for special education personnel focuses on conference planning and management procedures used by the University of Southern California Instructional Mate lals Center for Special Education.

**139. Maddox, Kathryn, and others. New Dimensions in Teacher Education Inservice. Charleston, West Virginia: Kanawha County Teacher Education Center, 1970. 31 p. Available ERIC. ED 053 094.

The Multi-Institutional Kanawha County Teacher Education Center has developed new techniques in teacher education, initiated cooperative seminars, and explored and developed cooperative inservice programs for student teachers and supervising teachers. This document describes an "on site" program designed to improve the competency of teachers and to improve the quality of teacher education in schools designated as teacher education centers. The program deals primarily with the behavioural aspect of teaching. Each seminar is designed to model an "ideal" lesson, giving attention to early inductive or perceptual activities and culminating in a capstone or "doing" phase.

**140. McIntosh, Jerry A., and F. Joe Crosswhite. A Survey of Doctoral Programs in Mathematics Education. Columbus, Ohio: ERIC Information Analysis Center for Science, Mathematics and Environmental Education, 1973. 48 p. Available ERIC. ED 091 250.

Survey of 200 institutions. Includes data on faculty, program, research, and placement of recent graduates.

**141. Northern Kentucky Inservice Innovation Center. Alexandria, Kentucky: Campbell County Board of Education, 1971. 145 p. Available ERIC. ED 080 489.

The Northern Kentucky Inservice Innovation Center Project was established to provide inservice education opportunities for professional staff members through laboratory schools with satellites for use as demonstration sites, staff visitation, use of consultants, video tape services, and clinics. The overall focus of these inservice activities was to analyze, design, and implement programs to facilitate educational change in the region.

*142. Olsen, Hans C., and others. The Teaching Clinic: A Team Approach to Improved Teaching. Washington: Association of Teacher Educators, 1971. 39 p. Available ERIC. ED 054 051.

The teaching clinic is a group of teachers and supervisors working together in an organized way to assist each group member to improve his teaching skills. It consists of five phases: the Planning Session, Observation Session, Critique Preparation Session, Critique Session, and Clinic Review Session.

*143. Olson, Allan L. Can we individualize inservice education of teachers? Educ Tech 14:41-42 Nov'74. EJ 109 652.

Describes an individualized workshop which includes a well-defined set of objectives, diagnostic materials, alternative learning strategies for each objective and an evaluation process.

**144. Ortiz, Flora Ida. Workshops as Socialization Mechanisms. Paper presented at Annual Meeting of American Educational Research Association, Chicago, 1974. 37 p. Available ERIC. ED 091 361.

Based on author's experiences in 3-week summer institutes for school personnel. Lack of role definition and clarity of goals were major problems. No behaviour changes were noted. Report suggests this was because the situation reinforced rather than removed old role conceptions.

**145. Pilot Program: San Francisco Center for Advanced Teacher Development. San Francisco University, 1973. 17 p. Available ERIC. ED 085 386.

The pilot summer session of this program was Phase I in the establishment of year-round inservice centers within operating public schools. Teachers who seek advanced credentials in administration, counseling, or reading specialization will be able to apply for re-assignment to the center for the duration of their advanced training. For this summer school, 60 teachers were assigned in three-person teaching teams in two schools for grades K-7 and 7-12. Having a three-person team permitted one or more of the teachers to be released for seminars during the school day. Five university professors led the seminars on nine specialized topics. The program was evaluated by 22 of the participating teachers to ascertain the validity and feasibility of such a cooperative venture.

*146. Powell, M.-J. Councils promote professional growth. ATA Mag 52:27-9 Nov-Dec'71.

Describes the professional development activities of the ATA's special subject councils.

**147. Project Merge 1974. Bowling Green State University, Ohio, 1973. 40 p. Available ERIC. ED 085 345.

Project Merge is a cooperative, field-based inservice and preservice teacher education program: it is a systematic field-based, cooperative approach to teacher education, instruction and curriculum development. The overall focus of Project Merge involves changing curriculum so that learning becomes more direct, efficient, and relevant to current educational needs.

148. Le projet REPERES (réseau d'experimentation pour la préparation des étudiants maîtres au renouveau à l'élémentaire et au secondaire). Centre Pilote Laval, rapport 1969-70. Québec: Ministère de l'éducation, 1971. 311 p.

149. Ranklin, John. The CNAA inservice Bachelor of Education Degree in Hertfordshire. Cambridge J Educ 4:89-92 Easter'74.

**150. Report of the Triple I Project: An Individualized Inservice Teacher Education Program. Muncie: Ball State University, 1972. 31 p. Available ERIC. ED 059 162.

The Triple I (Indianapolis Individualized Inservice) Project attempted to utilize an individualized approach to inservice education for teachers at two elementary schools located in the inner city. Five learning modules were established which were based upon areas identified by the teachers through the use of a special instrument, "In-service Interest Inventory" (included in the document), and follow-up interviews. Consultants from Ball State University worked during one school year with the teachers individually and in small groups on topics declared to be of interest by the teachers.

**151. Rush, Donald E., and Fred L. Fifer. Inservice Education Based on Program Evaluation: An Assessment of the Immediate Perceived Benefits Resulting from an Evaluative Process. Paper presented at Annual Meeting of American Educational Research Association, New Orleans, March 1973. 33 p. Available ERIC. ED 074 074.

As a result of the program evaluations in two schools it was concluded that: (1) the Kunkel-McElhinney model of curriculum evaluation is an effective instrument for collecting data and accurately describing the teaching-learning situation of a given school; a majority of the teachers found it appropriate and of good quality; (2) program evaluation can lend both structure and meaning to an ensuing inservice education program based on its findings and recommendations; and (3) participation in a program evaluation enhances the possibility of teacher involvement in and commitment to desirable curricular change.

**152. Salmon, Daniel A. Inservice Programs for Principals. Paper presented at National Association of Secondary School Principals Annual Convention, Atlantic City, March 1-6, 1974. 14 p. Available ERIC. ED 089 425.

Describes activities and procedures of a monthly scheduled and planned inservice program of 12 New York City high school principals from the borough of Queens.

*153. Schmid, Rex, and R.T. Scranton. A field trial of the longitudinal inservice training model. Education 92:195-8 Nov-Dec'72. EJ 070 655.x

A major difference between longitudinal inservice training and a more traditional approach was that each participating teacher was expected to apply, in her classroom, under supervision, the concepts presented in the training program.

**154. School and Parent Community Involvement: Career Development for Teachers and Administrators. Washington: Home and School Institute, 1973. 9 p. Available ERIC. ED 086 643.

Describes three plans to train teachers and administrators to work more effectively with parents and the community. The first plan is a three-credit course, the second a workshop over two or three inservice days and the third a one-day inservice workshop.

154. Scriven, Georgia H. A study of teacher attitude change related to an inservice program. Ill Sch Res 8:52-4 Spring'72. EJ 058 496.

This study focuses on efforts in one school system through an internship program to ferment changes in individual progression models.

*155. Twomey, Sister. One school systems approach to professional and program development — 1973/74. Corridor 3:11-18 June'74.

Describes attempt to achieve an organized, sequential and developmental approach to inservice education in the Kenora Roman Catholic Separate School Board.

**156. University of Wisconsin -- River Falls Renewal Program. 1973. 8 p. Available ERIC. ED 085 375.

The 'Renewal" program is available to teachers in school districts that participate as partners with the university in the education of future teachers. Any district which has, or has expressed the desire to have student teachers or pre-student teachers or interns from the University of Wisconsin -- River Falls, is eligible to be included in the program. The program consists of courses, areas of studies, or projects that are designed by teachers in the district and university faculty. Resource people are provided by the College of Education. Participating teachers have the opportunity to enroll for graduate resident credit if they so desire. All projects, programs, or courses are carried out in the local districts, and the university professors and resource people go to the local districts rather than having the teachers come to the university. Course titles include Supervision of Student Teachers, School Law, Introduction to Learning Disabilities, Career Development, and Human Awareness.

157. Viehbeck, B. Lakehead District Catholic School Board professional development programme, 1972-73. Corridor 2:3-5 Jan'73.

*158. Waynant, Louise F. Teachers' strengths: basis for successful inservice experiences. Educ Lead 28:710-713 April'71. EJ 036 250.x

Describes Project Bonus, a Title I summer program in Carroll County, Maryland, which serves as a model of an inservice program built on teachers' strengths, interests, and concerns and providing maximum involvement of teachers in planning and implementation.

159. Weston, John. Inservice training -- the Open University way. Teacher 20:3, 4 Aug'72.

160. Wheeler, G.E. Pioneering at Coombe Lodge sets style and objectives Education 140:281-2, 6 Oct'72.

161. Zurbrick, Phillip R., and Floyd G. McCormick. Inservice education for the beginning teacher. Agric Educ Mag 45:78-79 Oct'72. EJ 065 108.

Describes a program designed to help the beginning teacher adjust to a new job and assist him to minimize the common pitfalls and difficulties encountered by many new teachers.

EFFECTS OF INSERVICE TRAINING ON STUDENT LEARNING

**162. Brown, William J., Jr. The Effect of Inservice Education and Resource Unit Components on Teacher and Student Learning. Research Series in Occupational Education No. 12. Raleigh, North Carolina: School of Education, North Carolina State University, 1968. 38 p. Available ERIC. ED 042 885.

This 2 X 4 factorial experiment involved 40 high school teachers of vocational agriculture and their sophomore students. The primary purpose was to question the effectiveness of providing inservice teacher education to upgrade the subject matter competence of teachers and furnishing them with resource units. The findings were that inservice education improved the subject matter competence of teachers but did not have a significant effect on student learning. Resource units were found to be of significant value in improving the subject matter competence of the teacher, but had little influence on student learning. A bibliography and sample resource unit are appended.

163. Clapsaddle, David K. Career development and teacher inservice preparation. Elem Sch Guid & Counsel 8:92-96 Dec'73. EJ 090 877.

This study determines the relationship of career education teacher inservice preparation (CETIP) to the vocational development of sixth grade children receiving instruction from teachers who participated in such preparation. Children whose teachers had taken the inservice program scored higher than children whose teachers had not.

**164. Dawson, George C., and Donald D. Davison. The Impact of Economics Workshops for Elementary School Teachers on the Economic Understanding of Their Pupils. Iowa Council on Economic Education, Iowa City, and Joint Council on Economic Education, New York, 1973. 48 p. Available ERIC. ED 090 093.

Study compares results for 34 experimental and 45 control teachers working with 1866 pupils in 75 different classrooms in 24 communities of the United States. The results from the Des Moines group indicated that pupils under workshop teachers learned significantly more than similar pupils. In seven of the eight other workshop groups, the pupils of the workshop teachers learned more than similar pupils under teachers who had not attended workshops.

**165. An Evaluation: Improvement of Teaching English as a Second Language. New York: Center for Field Research and School Services, New York University, 1973. 60 p. Available ERIC. ED 087 840.

To overcome the language problems of students in 50 high schools, four teacher trainers were employed at the Central Board, a variety of curriculum materials was uniformly introduced to the schools, and a structure was provided to coordinate and direct the overall effort.

**166. Eve, Arthur W., and others. An Evaluation of the Washington, D.C. Urban Staff Development Laboratory. Amherst: University of Massachusetts, 1973. 230 p. Available ERIC. ED 088 872.

Ultimate objective of the Urban Staff Development Laboratory Graduate Program was to provide quality education for youth living in the Model Cities Neighborhood by upgrading the competency of elementary and secondary teachers in the area. Specific objectives included creating a classroom environment that facilitates individual learning, to improve students' skills in reading and math, to develop research skills in the participants, to help teachers assist other teachers with the development of their instructional programs and to increase area residents' knowledge of teaching techniques.

167. Highsmith, Robert. A study to measure the impact of inservice institutes on the students of teachers who have participated. J Economic Educ 5:77-81 Spring'74. EJ 095 381.

This report relates the impact of workshop training on the pupils of the teacher-participants and considers sex, IQ scores, grade point average, socioeconomic status, type of program in which enrolled, and news magazines read as variables. The results indicate the influence of workshop training in student achievement on the Test of Economic Understanding.

*168. Hunkler, Richard. An evaluation of a short-term inservice mathematics program for elementary school teachers. Sch Sci & Math 71:650-654 Oct'71. EJ 045 553.x

Arithmetic concept scores of pupils whose teachers were exposed to an inservice mathematics program were compared with those of pupils having nonparticipant teachers. The results appeared to be dependent upon the pupils' previous exposure to modern mathematics.

**169. Kosler, Kenneth P., and Roger A. Severson. Effects of Teacher Inservice and Consultation on Pupil Task-Oriented Behaviour. Paper presented at Annual Meeting of American Educational Research Association, New York, 1971. Available ERIC. ED 051 088.

This study found no significant difference in effectiveness of several methods of training regular classroom teachers to use operant management techniques. Training methods tested were (1) group inservice training with no feedback; (2) inservice training with feedback from observational data; and (3) inservice training with feedback from videotapes. It is concluded that improvement in pupil behaviour can be effected through more economical teacher training procedures which do not require feedback.

**170. Lawlor, Francis X. A Study of the Effects of a CCSSP Teacher Training Program on the Attitudes of Children Toward Science. Paper presented at annual meeting of the National Association for Research in Science Teaching, Chicago, April 1974. 17 p. Available ERIC. ED 091 200.

Study found that attitudes of students working with teachers participating in the inservice program were more favorable to science than attitudes of children with nonparticipating teachers.

**171. Roberson, E. Wayne. Effects of Teacher Inservice on Instruction and Learning. Tucson, Arizona: EPIC Evaluation Center, 1969. 16 p. Available ERIC. ED 037 383.

This study was designed to assess the change in teacher attitudes and methods and student attitudes and achievement as a result of a Teacher Self-Appraisal Inservice Program which included workshops on behavioural objectives, principal-directed teaching skills sessions, and training in Flanders' Interaction Analysis and Roberson's Self-Appraisal. Findings indicate that such a program increases the reading achievement of disadvantaged children.

**172. Smith, George F. A Study of the Effects on Student Achievement in Elementary Science Programs Resulting from Teacher Inservice Training and Additional Instructional Aids. Final report. Ithaca, New York: Cornell University, 1969. 167 p. Available ERIC. ED 041 762.

Twenty-four teachers, from a school system not using the new elementary science programs, taught representative new units to 544 students, with variations in their inservice training and the amount of classroom science equipment provided. Some teachers received a teacher's guide and specific training for the unit. Other teachers received only a teacher's guide. Specific teacher training for the unit did not produce significant differences in pupil achievement.

**173. Spradlin, Susan D. The Evaluation of a Summer Institute Program: Has It Reached Its Goal? Paper presented at National Association for Research in Science Teaching, Detroit, March 1972. Available ERIC. ED 094 950.

Reported is a study to measure one aspect of teacher effectiveness, using teacher classroom behaviour and the attitudes developed by students toward their science class, laboratory, teacher and school. Statistical analysis revealed that participation in the summer institute program appeared to alter a teacher's classroom behaviour patterns toward more student-centered and indirect behaviours. No changes in student attitudes toward their science course or school were identified.

**174. Strickler, Darryl J. Teacher Behaviour and Pupil Performance Related to a Training Program for Inservice and Preservice Teachers Based Upon Minicourse Eighteen: "Teaching Reading as Decoding". Buffalo: State University of New York, 1972. 160 p. Available ERIC. ED 071 034.

In the study of teacher behaviour it was found that the teaching behaviour of the sixteen inservice and preservice teachers trained with Minicourse Eighteen changed in the expected direction between pre- and post-course criterion lessons. The training appeared to be more effective for preservice than for inservice teachers. When the criterion of pupil performance was applied to assess the effects of the training of inservice teachers, it was found that pupils in the classes of teachers trained with Minicourse Eighteen made significantly greater gains in reading achievement over a fourteen week period.

**175. Whitmore, Joanne R., and others. An Experimental Inservice Teacher Education Program for Distressed Elementary Schools. Stanford Center for Research and Development in Teaching, Stanford University, California, 1974. 194 p. Available ERIC. ED 087 777.

This report describes an inservice teacher education program that was implemented in a school serving students of low socioeconomic status. The program was designed to increase student achievement by increasing teacher recognition and reinforcement of student behaviour. The program included a 5-day workshop before the start of the school year, weekly and bi-weekly miniworkshops during the school year, and a support system providing materials and technical assistance to participant teachers. Although many desirable behaviour changes were observed, the goals of the program were not met.

INSERVICE PROGRAMS ON SPECIFIC TOPICS

Behaviour Modification

**176. Behavior Modification for Teachers. College Park: University of Maryland, 1972. 146 p. Available ERIC. ED 075 373.

This course was designed to disseminate knowledge of behaviour modification principles. It has been taught since the fall of 1971, and approximately 81 inservice teachers have completed it. The course presents didactic material on behaviour modification. The four areas of behaviour modification case material are directed towards teachers of pre-school children, teachers in the public schools, teachers in training, and evaluation of behaviour modification programs.

**177. Brown, Paul L., and Robert J. Presbie. "Accentuate the Positive". The Results of an Inservice Training Program in the Principles and Techniques of Behaviour Modification in the Classroom. New Paltz: State University of New York, 1972. 19 p. Available ERIC. ED 064 635.

Behaviours chosen by the teachers in the course to work on included hitting, following instructions, completing homework, accuracy in arithmetic and spelling, reading speed and wearing glasses. By the third training session most teachers had successfully changed a behaviour in the desired direction. Following nine hours of training in behavioural psychology the entire faculty of the elementary school were applying operant techniques with no further apparent need of consultation with the instructors.

**178. _____. The Conversion of a Public Elementary School to a Reinforcement-Oriented Environment with 9 Hours of Inservice Training. Paper presented at Eastern Psychological Association Annual Meeting, Boston, April 1972. 6 p. Available ERIC. ED 076 477.

Following nine hours of training in behavioural psychology, the faculty members of an 800 pupil elementary school were applying operant techniques with no further apparent need of consultation with the instructors.

**179. Claymont Behaviour Modification Project. Outcome Evaluation Report, Fiscal Year '73. Claymont School District, Delaware, 1973. 46 p. Available ERIC. ED 091 327.

Project successfully trained teachers in operant procedures for use in an uncontrived natural setting with special education students.

**180. Eachus, Herbert Todd. Inservice Training of Teachers as Behaviour Modifiers: Review and Analysis. 1971. 101 p. Available ERIC. ED 083 145.

The basic principles of operant and classical conditioning are presented, and their applications for the inservice training of teachers are discussed. Certain classroom behaviours are analyzed and applied to the classic stimulus-response paradigm. Activities are generically classified as positive or negative reinforcers and these reinforcers, in turn, are applied to teaching goals such as student achievement, self-confidence, and self-esteem. In this vein, precision teaching and contingency contracting are presented as teaching systems that use behavioural principles. Related print and video materials are listed and discussed.

181. Harrop, L.A. A behavioural workshop for the management of classroom problems. Brit J Inservice Educ 1:47-50 Autumn'74.

182. Markovitch, Sharon. Follow up of Behaviour Modification Consultation Offered by School Psychology Graduate Students to Primary School Teachers. M.A. thesis, University of Toronto, Fall 1972.

183. Reid, Donna F. The Teaching of Behaviour Modification Procedures to Elementary School Teachers: Two Different Training Programs and Their Effects. M.A. thesis, University of Toronto, Fall 1971. 76 p.

**184. Rollins, Howard, and others. Project Success Environment: A Practical Program for Implementing Behaviour Modification in Urban Elementary Schools. American Educational Research Association, Chicago, 1974. 50 p. Available ERIC. ED 092 554.

Major outcomes of the project were (a) a practical, cost-effective behaviour modification program that reduces discipline problems, increases student motivation and accelerates academic achievement; (b) an effective and low-cost teacher training system in the utilization of behaviour modification techniques; and (c) a model for exporting the program that is cost effective and that provides the consumer school with the capability to train, support, and monitor the program with minimum outside assistance.

Environmental and Outdoor Education

*185. Garden, G. Badlands campout; how summer course for teachers became a family learning experience. Sch Prog 42:30-1 Jan'73.

The Badland campout was organized to give science teachers outdoor courses in geology, paleontology and educational field trips.

**186. Green, John A., and others. Humanized Teacher Preparation at CISPUS. A Compendium of Ideas on Teacher Preparation and Evaluation. Randle, Washington: Cispus Environmental Center, 1973. 24 p. Available ERIC. ED 089 951.

This report describes the initiation and development of inter-institutional preservice and inservice teacher education programs. The focus of the programs has been a specially devised environmental learning center. Preparation models and expected outcomes are presented with emphasis on humanizing the programs and improving instruction in environmental education. Assessment criteria are given for the evaluation of student competencies, and models for program evaluation are suggested.

*187. Tillis, C. Richard, and David E. LaHart. Teachers teaching teachers — inservice training in environmental education. J Teach Educ 25:160-162 Summer'74.

Describes Florida's Master Plan for Environmental Education, which emphasizes intensive teacher training programs. The "teachers teaching teachers" concept is used extensively under this plan.

Family Life, Nutrition and Consumer Education

188. Baecher, Charlotte, and others. Preparing the Consumer Educator. Consumer Education Materials Project. Mount Vernon, New York: Consumer Union of the United States, 1973. 86 p. ED 086 627. Not available ERIC.

Describes a wide range of preservice and inservice programs designed to prepare teachers in all disciplines for consumer education. Includes case studies and a special chapter which explores social, economic and psychological factors influencing consumer behaviour and suggests strategies for handling value conflicts.

189. Callahan, Dorothy L. Inservice teacher workshops. J Nutrition Educ 5:233-236 Oct-Dec'73. EJ 091 652.

Discusses the nutrition education program in Massachusetts schools, and the inservice teacher workshops for the training of elementary school teachers in nutrition education.

**190. Stone, James C., and others. County-Wide Direction to Family Life Education. Evaluation Report. Pleasant Hill, California: Contra Costa County Department of Education, 1971. 320 p. Available ERIC. ED 086 657.

This study evaluated five Family Life Education Workshops designed to prepare elementary and secondary school teachers in Contra Costa County to offer instruction in family life education, with an emphasis on healthy sexuality. Seven instruments were developed by the evaluation team, and seven were standardized tests. Multivariate analysis of variance revealed no significant changes in the three dependent variables: knowledge, attitude and personality.

**191. Stone, James C., and William J. Schwarz. The Teaching of Sex Education: An Assessment of Inservice Education. 1972. 15 p. Available ERIC. ED 083 217.

The study evaluated the effectiveness of a 3-year project on the teaching of sex education. The findings indicated that the special inservice training received by the experimental group brought about significant increases in the experimental teacher group's knowledge of and attitudes towards teaching sex education. As well, significant increases were found in the knowledge of healthy sexuality gained by pupils of experimental group teachers.

Human Relations

*192. Dallas, I., and W. Sears. Involving staff in a human relations training model. Alberta Couns 3:14-16 Summer'73.

Describes a program of systematic human relations training for teachers conducted by the guidance department at Bowness Composite High School, Calgary.

**193. Felix, Joseph L. Inservice Training Program for Visiting Teachers. "Group Work Techniques". Cincinnati Public Schools, Ohio, 1970. 41 p. Available ERIC. mf only. ED 045 562.

An inservice program was conducted to train 24 visiting teachers in group techniques and to furnish added guidance as they established groups of pupils with similar problems (e.g., truancy or discipline or poor self image) and worked with the parents and teachers of these pupils. Participants met in two groups for a series of 14 sessions on the principles of group dynamics and planning, assessment of group activities in the elementary school, and leadership training. Over half of the visiting teachers set up pupil groups of five to sixteen members. They felt the program was successful in providing them a worthwhile skill which gave them increased contact with pupils leading to more thorough diagnosis.

**194. Johnson, Mel. Model Program for Teacher Inservice Training Emphasizing the Affective Dimension. Arlington Heights, Illinois: Elk Grove Training and Development Center, 1969. 47 p. Available ERIC. ED 034 747.

The main objectives of this program were: (1) to expose teachers to situations which would result in their being willing to look at their own behaviour and its effect on the atmosphere as well as the behaviour of the group; (2) to develop in the teachers an increased desire to consider each student as an individual; and (3) to involve the teachers in assessing their own behaviour in the classroom setting. Most of the sessions were video-taped.

**195. Khanna, J.L. A Humanistic Approach to Inservice Education for Teachers. Final Evaluation Report. Livingston, Tennessee: Project Upper Cumberland, 1970. 226 p. Available ERIC. mf only. ED 045 573.

This document evaluates a Human Relations Training Program for teachers. The results of several tests indicate that the teachers taking part in the program became less authoritarian and more self-actualized, developed greater self-insight and leadership skills, and were perceived more positively by their supervisors and students.

196. Lansky, Leonard M. The teacher as learner: a model for inservice training and the classroom. People Watching 2:25-30 Feb'72. EJ 067 594.

A discussion of the use of sensitivity training techniques in inservice teacher training for geography and mathematics curricula.

197. Miller, John P. The Effects of Inservice Human Relations Training on Teacher Interpersonal Functioning. Ph.D. thesis, University of Toronto, November 1971. 119 p.

**198. Oates, Maureen. The Mid-Coast Maine Project in the Affective Education of Teachers. An Evaluation. Newton: Education Development Center, Inc., 1971. 156 p. Available ERIC. ED 091 359.

Program designed to encompass personal growth, openness and integration of affective and cognitive growth in the participants. Included 2 weeks intensive encounter work, 3-day session on curriculum and methodology, and monthly meetings during school year. Program participants developed more open and understanding attitudes while in program.

199. Ridley, Agnes F. Inservice teacher education and the affective domain. Amer Voc J 46: 46-48 Jan'71. EJ 031 967.

How do you change beliefs and attitudes that are rooted in emotion?

**200. Ulibarri, Mari-Luci. Inservice Teacher Education in a Tri-Ethnic Community: A Participant-Observer Study. Ph.D. thesis, University of New Mexico, Albuquerque, 1970. 259 p. Available ERIC. ED 044 680.

Indicates processes for helping reorient teachers effectively, quickly, and as painlessly as possible in order to meet the needs of Spanish surnamed and Indian Americans enrolled in public schools. Questions raised concern developing awareness of teacher needs which may be in conflict with student needs, self-evaluation as a help in understanding, special materials and techniques, and curriculum changes required in view of cultural differences.

201. Weis, David M., and others. Dogmatism and the new inner-city teacher. J Student Personnel Assoc for Teacher Educ 13:2-6 Sept'74. EJ 103 912.

Describes an inservice workshop designed to reduce the anxiety that teachers feel when placed in a threatening environment and to help them become less dogmatic. Results indicate that short training sessions can reduce the level of dogmatism of new inner-city teachers.

Individualized Instruction

**202. Brown, Les, and others. Evaluation for Individualized Instruction. An Operational Guide for Teacher Workshops. Downers Grove, Illinois: Institute for Educational Research, 1972. 87 p. Available ERIC. ED 066 492.

The workshops associated with the Evaluation for Individualized Instruction Project are planned to provide teachers an opportunity to improve their skills in construction and development of evaluation procedures. This is based on the premise that one successful initial approach to the improvement and individualization of instruction is through the improvement of teacher-made tests.

**203. California Teacher Development Project for Systems of Individualized Instruction: A Dissemination Activity. Components I, II and III. Final Project Report. Sacramento: California State Department of Education and Fremont Unified School District, 1973. 133 p. Available ERIC. ED 095 183.

This program is a model of individualization in which participants select components based on individual needs. Each component includes a performance criterion test, a statement of learning objectives, various learning options, and a variety of carefully selected resource materials. The major objective of the program is to demonstrate a teacher and administrator inservice program in California that will provide teacher capability to function effectively in systems of individualized instruction.

*204. Hales, Corma M. Can teachers learn to individualize instruction? Educ Tech 14:21-23 Nov'74. EJ 109 643.

A discussion of how to provide teacher inservice training for individualized instruction.

*205. Nelson, Jerald W., and Marvin E. Locke. A model for inservice training: how to begin individualized instruction. Calif J Educ Res 25:180-5 Sept'74. EJ 108 279.x

The Tehama County Professional Development Center, operated through the County Office of Education in Red Bluff, California, has designed a model aimed towards retraining of rural or small town staffs in terms of individualizing math and reading instruction, grades K-8.

**206. Project GIST. ESEA, Title III, Project Termination Report. Belpre City Schools, Ohio, 1973. 16 p. Available ERIC. ED 086 670.

This study evaluated a 2-year inservice teacher training project in Belpre Middle School. Objectives included improvement of teachers' morale and increase in their instructional ability. The training program consisted of workshops and conferences with emphasis on orgenizing and administering a continuous progress curriculum. Following the second year of the project, the PTE and the Purdue Teacher Opinionnaire (PTO) were administered to the 22 participants. Results showed that teacher morale, as measured by the PTO, improved for 11 teachers, remained unchanged for 8, and dropped for three. The PTE results showed an improvement in ratings for 6 teachers and a drop in rating for 15. Data from the 104 students who were given the Iowa Tests in the sixth and eighth grades showed that 36 gained less than the norm group, 7 gained at the same rate, and 61 gained more than the norm. It was concluded that the project was successful in helping to implement a continuous individual progress curriculum.

**207. Quigley, Lawrence A. IGE -- The Schools, The State and The College. Paper presented at Annual Conference of Central Massachusetts League of IGE Schools, Auburn, Massachusetts, May 22, 1974. 15 p. Available ERIC. ED 091 364.

Highlights two aspects of IGE (Individually Guided Education): (1) the program assists teachers in varying instructional settings to meet different purposes for different students and (2) the program helps teachers develop ways of organizing instruction to accommodate differences in student responses to individual teachers.

*208. Scanlon, Robert G., and Mary V. Brown. Inservice education for individualized instruction. Educ Tech 10:62-4 Feb'70. EJ 017 942.

Described are the efforts of Research for Better Schools, a regional laboratory, to prepare teachers and administrators to use an individualized instructional system.

**209. Steen, Margaret T., and others. A Program of Teacher Development for a System of Individualized Education. Paper presented at Annual Meeting of the American Psychological Association, Washington, 1969. 12 p. Available ERIC. ED 034 729.

An inservice development program was designed to ensure that teachers acquire skills crucial for the operation of an individualized program, that these skills be acquired in a relatively short time, and that transfer be made to the classroom setting. The program included two preservice conferences and inservice consultant services. Behavioural objectives were written to be achieved in the conference setting and performance criteria developed to define desired classroom behaviours.

Language Arts, Reading

210. Burden, R.L. Teaching teachers about reading problems: the need for involvement at every level. Remedial Educ 9:132-4, 1974.

211. Catalani, Anne Ramundo. A Study of Selected, Nationwide Inservice Education Programs for Secondary School Teachers of English, Grades 7-12, From Fall 1969 through the Academic Year 1971-72. Ph.D. thesis, University of Texas at Austin, 1972. 266 p. ED 083 626. Not available ERIC.

This study was designed to discover the extent to which school districts provided in-service education for their secondary school teachers of English from the Fall of 1969

through the 1971-72 academic year, to determine if inservice consisted of continuous, process-oriented growth experiences structured primarily to benefit the teaching of English in the classroom, and to identify promising practices among inservice education programs by evaluating them according to the recommended criteria in the nine areas: inception, organization, administration, objectives, personnel roles, content, funding, evaluation and follow-up.

*212. Criscuolo, Nicholas P. Strategies for developing a dynamic reading program. Peabody J Educ 52:155-9 Jan'75. EJ 111 650.

Describes strategies adopted by the New Haven public school system. Included are leadership programs, inservice committees, seminars, workshops, and awards for teachers who develop innovative reading projects.

**213. Dunkeld, Colin G. A Released-Time Inservice Training Program in the Teaching of Reading. Paper presented at meeting of International Reading Association, Atlantic City, New Jersey, 1971. 12 p. Available ERIC. ED 051 984.

An extensive inservice training program involved principals, teachers, teacher-aides, and parents. It began in 1970 with a summer workshop, and then throughout the following school year, substitute teachers were provided 1 day each week to release the teachers from school to attend classes at Portland State University. The program was monitored and evaluated by the Northwest Regional Educational Laboratory.

214. Howell, Margaret Middleton. The Impact of an Inservice Education Program on the Attitude and Behaviour of Certain Teachers of the English Language in Pinellas County, Florida. Ph.D. thesis, Florida State University, 1972. 142 p. ED 080 991. Not available ERIC.

The study found that special inservice training including a graduate level linguistics course and a four-day workshop which included writing a language curriculum guide brought about significant changes in teacher attitudes toward language and in teacher behaviour. The inservice teachers elected to use the linguistics textbook and the language guide to a greater degree than the non-inservice teachers.

215. Hughes, Theone. Zero-In: New Perspectives Through Literature. Ann Arbor: Michigan Council of Teachers of English, 1971. 109 p. ED 088 074. Not available ERIC.

This programmed teacher-training kit in applied linguistics for elementary and secondary teachers is designed for both individual and group inservice training. A leader's manual is included.

216. Kennedy, Gary Wayne. An Inservice Program Designed to Improve the Teaching of Reading Study Skills. Ph.D. thesis, University of Pittsburgh, 1972. 134 p. ED 080 962. Not available ERIC.

The purpose of this study was to determine what effect a teacher inservice program in reading study skills had on teacher achievement, teacher attitude, and the relationship between pupil achievement and the inservice treatment experiences of their respective teachers of reading and social studies. The inservice treatment of the experimental group emphasized the teaching of reading study skills in the content fields. The inservice training program included seminars, bi-monthly consultation periods, visitations requested by teachers, and demonstration lessons requested by teachers. With the exception of the demonstration lessons, the inservice program for the control group included the same major facets. Some of the conclusions drawn were: (1) teachers in the experimental group significantly improved in reading achievement; (2) there was improved achievement in vocabulary, social studies, and study skills for pupils instructed in social studies by teachers in the experimental group; and (3) inservice training had little effect on comprehension for both teachers and pupils.

**217. Moburg, Lawrence G. Inservice Teacher Training in Reading. Bloomington: University of Indiana; ERIC Clearinghouse on Reading; Newark: International Reading Association, 1972. 39 p. Available ERIC mf only. ED 065 833.

This summary and evaluation of the research published from 1963 to 1970 deals with inservice teacher training in reading. The major focus is on a review of the research on what types of inservice education are needed and are most effective. Investigations conducted recommend that inservice programs be based on the current needs of teachers.

However, no evidence in the surveys reviewed demonstrated that they were based on the needs of teachers. It was concluded that the most effective inservice programs took place before the opening of school followed by group meetings and individual conferences during the school year.

*218. Osburn, Bess. Shock treatment inservice program adds new life to reading. J Read 18:122-6 Nov'74. EJ 105 640.x

Describes a teacher inservice program designed to help secondary teachers improve reading skills in the content areas.

**219. A Plan to Prevent Reading Disabilities, K-6. Final Report. Port Angeles School District 21, Washington, 1972. 44 p. Available ERIC. ED 079 701.

The outcomes of an inservice program to effect a positive change in attitude of teachers toward the specific reading problems of individual children are described. Although the results of the program did not indicate that it attained its objectives as measured by the formal testing, there was little doubt that there had been an upgrading of the district reading program.

**220. Project READ. Final Project Report. Fresno, California: Fresno County Department of Education, 1972. 31 p. Available ERIC. ED 080 972.

This final report of Project READ -- a program aimed at optimum development of communication skills for each learner through an intensive re-education of teacher personnel in diagnosis and prescription procedures -- includes sections on statistical data, data for the United States Office of Education, staff development, extent of adoption, extent of participation, program emphasis, and products of the project, and a narrative report which includes a description of participating schools and of the development of the program.

221. Rauch, Sidney J. The administrator and the reading program: variations on the inservice theme. Reading World 14:112-14 Dec'74. EJ 109 021.

**222. Revells, Michael A. Individualization and the Open Classroom. Paper presented at Annual Meeting of the International Reading Association, New Orleans, May, 1974. Available ERIC. ED 094 315.

The ways the administrative staff of the Carleton (Ontario) Catholic School Board has tried to promote change in the teaching of reading have encouraged more than half the teachers to use individualized reading programs. By using workshops, large and small interactions with a consultant, and individual consultations, the entire teaching staff has been reached. Extra funds and as much direct contact between supervisory staff and teaching staff as possible also support the change to individualized reading programs. Teacher input is actively sought in both formal and informal meetings. Teaching staff interactions are encouraged through the establishment of a teacher center which stocks equipment and resources and is operated by the teachers themselves. The direction of change toward individualization in the reading program was set by the administrative staff and teachers are encouraged but not forced to follow the lead. Within the Carleton schools, this method of staff development and change utilization is working.

**223. Teague, Cecil E., comp. Report of Gifted Child Project 1969-1970. Decatur City Schools, Alabama, 1970. 330 p. Available ERIC. ED 082 413.

Project involved an inservice program for 83 teachers and administrators and a pilot project in language arts for students in grades 9 and 10 in one high school. Includes samples of inservice materials.

**224. Wayne, Otto, and Lawrence Erickson. Inservice Education to Improve Reading Instruction. Reading Aids Series. Newark, Delaware: International Reading Association, 1973. 51 p. Available ERIC. ED 080 975.

This monograph reflects some of the current thinking about inservice teacher education, with a particular focus on the role of inservice education in improving reading instruction. Chapter one, an introduction to inservice education, attempts to deal with the problems involved in implementing inservice programs as well as to establish the need for them. Chapter two discusses the process of inservice planning and implementation. The topics covered range from the identification of legitimate needs for inservice education, through the steps of implementation, to the evaluation of the efforts expended. Staff roles and responsibilities are dealt with in chapter three.

Formats for inservice sessions (e.g., lecture, demonstration, observation, interviewing, brainstorming, role playing and buzz sessions) are presented in chapter four, and strengths and limitations of each are considered.

225. Wolvin, Andrew D. Inservice education: new dimensions for speech communication education: inservice education: a symposium. Speech Teach 23:330-6 Nov'74. EJ 107 250.

Contains a definition, a model, and a bibliography of inservice education for secondary school speech communication educators.

Open Classroom

226. Greene, John F., and others. The suitability of continuing education programs in open education for teachers: instrument validation. International J of Continuing Educ & Train 3:259-265 Winter/Spring'74. EJ 100 603.

The article evaluates (and finds valid) a yardstick for helping teachers determine their suitability for continuing education in preparation for implementing open education strategies. The instrument used is designed to examine basic assumptions about knowledge and learning.

227. Woodward, Virginia A. Preparing experienced teachers for the open classroom. Viewpoints 51:41-52 Jan'75. EJ 111 703.

Physical Education

*228. Stinson, R.H. Anyone for dance? gymnastics? games? Orbit 3:4-6 Apr'72.

Describes inservice workshops in elementary school physical education held in southwestern Ontario.

Science and Mathematics

*229. Bany, Bruce. Inservice education for mathematics teachers. Sask J Educ Res & Develop 4:23-8 Spring'74. EJ 100 407.

The study sought to find out what inservice activities are preferred by elementary teachers in urban areas. The study concentrated specifically on inservice activities designed to familiarize teachers with innovations in mathematics education.

**230. Cleland, Winston E., and Robert L. Uffelman. A Possible Model for Developing Performance Based Inservice Modules that Provide Elementary Teachers with Content Background in Science: An Application of the Model. Paper presented at Annual Meeting of National Association for Research in Science Teaching. Chicago, April 1974. 12 p. Available ERIC. ED 091 210.

Presented in this report is a discussion of a model for developing modularized and behaviourized inservice materials that meet the needs of individual teachers for improving their background in science and for relating this knowledge directly to their classroom experiences. Test results indicated module activities caused learning to take place.

231. De Groote, Douglas Allen. An Analysis of the Effects of Inservice Science Assistance on Elementary Teacher and Student Attitudes and Practices. Ed.D. thesis, University of North Dakota, 1972. 112 p. ED 085 235. Not available ERIC.

Reported is a study to determine any positive effects of a six-month inservice science program for elementary teachers and students. Change in attitudes and practices of teachers was measured by comparing pre- and post-test scores on the Actual Science Classroom Environment instrument designed to determine what types of activities teachers perceived they were actually implementing in their classrooms. Scores were correlated with the Ideal Science Classroom Environment. Significant t ratios were obtained on the scores on teacher instruments toward science attitude and practices; post-test composite scores were significantly higher.

*232. Garratt, D. Fl Ji; a workable inservice format. Crucible 4:18-19 Dec'72.

Describes a two-day workshop on revisions in the elementary science curriculum, held within school hours.

**233. Individualized Inservice Teacher Education. (Project IN-STEP). Evaluation Report. Phase I. Boynton Beach, Florida: Palm Beach County Board of Public Instruction, 1968. 44 p. Available ERIC. ED 033 905.

The IN-STEP program uses the AAAS elementary science curriculum as content and makes use of video tapes, self-study programmed text materials and classes in which teachers use the AAAS classroom materials. Analysis of data indicates that IN-STEP is an effective and efficient method of conducting inservice training. Conclusions were based on gain in group mean scores due to the instructional program; generally favorable teacher attitudes; cost effectiveness comparison between IN-STEP approach and a traditional approach; indirect measure of proficiency of IN-STEP students; and moderately favorable indications of a difference in the attitudes toward science of IN-STEP and non-IN-STEP children.

234. Keane, Dorothy Louise. An Exploration and Analysis of the Nuffield Mathematics Teaching Project with Reference to Its Current Use in Selected British Schools. Ed.D. thesis, Wayne State University, 1973. 179 p. ED 087 628. Not available ERIC.

This study describes the Nuffield Mathematics Teaching Project with respect to its current use in eleven British schools and eight of the Project's teachers' centres. Data were collected by interviews with Nuffield Project staff members, personal observations of schools and centres, examination of materials published by the Project, and a review of literature pertaining to the Project. It was found that the Nuffield Mathematics Teaching Project attempted to effect change in mathematics content and instructional strategies for children aged five to thirteen. Emphasis was placed on a concrete approach to mathematics, discovery learning and the need to relate mathematics to real life experiences of children. Materials produced by the Project were teachers' guides written by primary teachers, college teachers and Project team members. The study concluded that the Project had a noticeable impact on the mathematics curriculum in British primary schools. One of the major forces in shaping the success of mathematics education in primary schools is the teachers' centres. They have contributed both in curriculum development and inservice education for teachers. The role of the teacher centre has now enlarged to include all curriculum areas and serves many purposes determined by local school personnel.

235. Labahn, William F., and Dale W. Good. Designs for Inservice Science Training, Summer Science 1968. Arlington Heights, Illinois: Elk Grove Training and Development Center, 1968. 118 p. ED 046 688. Not available ERIC.

A summer program for teachers of K-12 science is described with examples of the activities provided. The emphasis was on developing an inquiry-type technique for use with gifted children, and classroom activities using a variety of published programs. Procedures used to instruct participants in the use of interaction analysis are described, and staff evaluations of the program are made.

236. Nittleman, Floyd Allen. Investigations into the Improvement of Science Instruction in the Elementary School Utilizing the Teacher as a Primary Resource for the Development of Unique Teaching Materials. Ph.D. thesis, Northwestern University, 1971. 192 p. ED 088 683. Not available ERIC.

This paper presents a study of direct teacher involvement during an inservice time in an attempt to produce a significant change in the nature of science teaching materials. Self-generated materials were designed to emphasize a necessary change in teaching strategy. The results of the study indicated that inservice time can be realistically and profitably utilized by teachers to produce innovative and relevant curricula for children.

237. Multi-Jurisdictional Behaviourally-Based Inservice Program for Elementary School Teachers in Mathematics. Final Report. College Park: University of Maryland, 1969. 533 p. ED 033 066. Not available ERIC.

This project was designed to develop and validate a model for inservice education which could reach a large number of elementary school teachers. The thesis explored was whether this research, development, dissemination, and implementation could be effectively accomplished through the pooled competencies of a university-based staff, a state education agency, and local school systems. Analysis of data supports the thesis. Content of the program included the Algorithms Process Hierarchy and Games and Algorithms.

238. Questioning, Individualized Teacher Preparation. Tallahassee: Florida State University, and Morristown, New Jersey: General Learning Corporation, 1972. 95 p. ED 072 944. Not available ERIC.

This publication was prepared by the Intermediate Science Curriculum Study (ISCS) for orienting inservice teachers for using individualized activity-centered science programs in their classrooms. The publication is designed to help teachers in training themselves to ask open-ended questions. Various questioning techniques are described along with examples of classroom situations. Helpful suggestions and activities are listed for teachers to perform. A self-evaluation check based on the teachers' views and techniques is provided in the last chapter. Correct answers to these evaluation items are included. The publication is prepared for individualized preparation at the teacher's own pace.

239. Reynolds, P. Inservice courses in computer education. Brit J Inservice Educ 1:51-4 Autumn'74.

**240. Selberg, Edith M., and Kenneth Peterson. Collaborative Practices Between Elementary School Districts and a College in Retraining Teachers for Quality Science Education. San Jose State College, California, Department of Natural Science, 1970. 14 p. Available ERIC. ED 038 324.

Purposes of the program were (1) to aid teachers to understand the nature of inquiry training through activities that combined scientific and quantitative data essential for comprehensive understanding of science and (2) to assist teachers in designing and conducting inquiry centered lessons applicable to children's varying intellectual levels. Administrators of the six school districts involved in the program arranged for release time for resource teachers. Evaluation of the program indicates that changes in teacher behaviour and role in guiding learning were achieved.

241. Van Dyck, Henry Clayton. Inservice Education Activities of High School Biology Teachers. M.Ed. thesis, University of Saskatchewan (Saskatoon), c. 1971. 212 p.

A study to determine the extent to which biology teachers keep abreast of new developments in biology.

*242. White, Philip, and Paul Longo. Task cards: from consumers to producers. Sch Sci & Math 74:714-8 Dec'74. EJ 111 541.x

Suggests ways of stimulating teachers to re-examine existing science materials with an eye to developing their own unique uses for them.

243. Wickless, Janice Lee. Effects of an Inservice Program for Teachers on Pupils' Questioning Behaviour in Science Classes. Ed.D. thesis, Columbia University, 1971. 306 p. ED 089 937. Not available ERIC.

Study investigated effectiveness of an inservice program for teachers focused on pupil questioning, to determine if the number as well as the variety of verbal remarks preceding pupil questions in science classes could be made to increase. The training program appeared effective in changing pupil questioning behaviour in classes of the participating teachers.

Social Sciences

**244. Fox, Robert, and others. Inservice Teacher Education to Support Utilization of New Social Science Curricula. Social Science Education Consortium, Publication 125. Boulder, Colorado: Social Science Education Consortium, Inc., 1967. 33 p. Available ERIC mf only. ED 039 160.

This conference of colleagues from social science curriculum projects was designed to explore the problem of inservice teacher education to facilitate high quality utilization of innovative instructional materials and teaching procedures, or, change in basic educational practice. A framework within which effective training activities might be organized was developed. This model placed the teachers problem-solving activity at the core of the curriculum change process, to which the scientist could contribute expertise and support through collaborative effort. A variety of inservice activities and training plans along with general behavioural objectives were discussed. Finally, a mechanism for curriculum project cooperative action was suggested -- the Social Science Education Consortium.

245. Haley, Douglas. "Children don't like ancient history ..." Teach Hist 3:29-31 May'73.

An inservice course on teaching Ancient Egyptian history.

246. Kehoe, John W., Donald C. Wilson, and David M. Williams. Report of the Findings of an Attempt to Improve the Training of Social Studies Teachers and to Test the Effectiveness of Two Curricula. University of British Columbia, c. 1973. 25 p.

This study compared the effectiveness of practice of specific strategies on transfer of learning and examined the effects of value curricula on stages of moral development and inquiry on thinking skills.

247. Long, Barbara Ellis. Implications of a Teacher Training Program Developed for a Curriculum in Psychology. Elementary School Level. 1961. 26 p. ED 066 373. Not available ERIC.

An inservice teacher training program instituted for six teachers for the 1970-71 school year introduced 185 sixth grade students to a curriculum in psychology based on experiential and inductive models of learning developed by the investigator. Two general hypotheses tested were: (1) that unselected classroom teachers can learn and comfortably use the materials and methods of this curriculum without extensive prior training in psychology; and (2) that children of 11-12 years can learn the content and methods of the field and profit in terms of general psychological comfort, increased motivation and performance in the general school curriculum. Findings indicate that teachers managed well in handling the concepts and materials; that their degree of training in psychology was irrelevant; and that they significantly changed in their approach to the classroom as a laboratory for emotional as well as cognitive growth. Teachers and parents described positive changes in terms of factors contained in the second hypothesis. Students demonstrated greater self insight, increased skills at abstract analysis, and enjoyment in the psychology curriculum.

**248. Lovell, Hugh, and Charlotte T. Harter. Instructor's Handbook to the Package Economics Course. Portland: Oregon Council on Economic Education, 1969. 127 p. Available ERIC. ED 069 580.

This economics package course, designed for school districts wishing to give further inservice training to teachers of grades one through eight, offers seven original and three recent additional lessons. Supplementing teachers' guides, the objective of the handbook is to give teachers confidence in teaching economics and, further, enthusiasm about the subject which they will relay to their students.

*249. Vandenhazel, B.J. Let's send Ontario teachers to Newfoundland. Ed Courier 43:9-10 Jan'73.

Suggests a series of five summer courses dealing with the geography and history of the various regions of Canada, and including study on-site of local conditions.

Special Education

**250. Boyce, Elizabeth Robinson. An Exploratory Study of Two Inservice Training Programs for Twenty Teachers on Race and Poverty in the Inner City. Ed.D. thesis, Boston University School of Education, 1972. 293 p. Available ERIC. ED 084 332.

Study compared effect on teachers' attitudes of two inservice programs. One program provided for ten teachers to live in the ghetto for five days. The other provided for ten teachers to study, in a classroom setting, racial difference and poverty as it existed in the local community. The second group also received some group dynamics training. In the second week of the workshop, both groups of teachers, working separately, developed units to be taught to their social studies students. The units were then studied by curriculum specialists for discernible differences in content or structure.

*251. Buskin, Martin. Putting the screws to inservice training. Sch Mgt 14:22-24 Sept'70. EJ 024 187.x

Effective and accurate evaluations of inservice training programs for teachers of the disadvantaged are vitally needed.

252. Butler, Loretta. Multi ethnic inservice. Illinois Career Educ J 31:27-8 Summer'74. EJ 102 209.

An inservice workshop at Roosevelt University, Chicago, was designed to assist teachers in working with disadvantaged students and sensitizing them to cope with the world of work.

*253. Crawford, Patricia, and D.C. Hambleton. Inservice Programmes: Changing Teacher Attitudes? Toronto: Board of Education, 1970. 86 p. ED 066 433. Not available ERIC.

This report evaluates changes in teacher behaviour resulting from a one-week orientation program. Teachers at School A attended an orientation program which stressed the problems of working with inner-city children and the resource personnel available to help them. Teachers from School B, a second inner-city school without an inservice program, served as a control group. Results of the study indicated no differences on either the Q-sort or the Semantic Differential between School A and School B. Orientation programs, despite the results, were considered valuable experiences for the teacher; however, careful thought should be given to the kind of experiences and activities in the program.

**254. Guidelines for After-School Workshops: A Manual for Teacher Trainers. Brooklyn: New York City Board of Education, 1967. 67 p. Available ERIC mf only. ED 091 466.

Outlines decentralized program for new teachers of disadvantaged children in which assistant principals develop procedures under the direction of their principals and field superintendents. The teacher trainers are experienced staff members.

255. Heath, Earl J. Inservice training: preparing to meet today's needs. Academic Therapy 9:267-80 Spring'74. EJ 102 654.

Rapid changes in the field of regular and special education have increased the urgency of supplying relevant inservice teacher training programs to help regular teachers serve an increased number of exceptional children in their classrooms.

**256. Johnson, Conrad, and Robert D. Weber. Training Elementary Education and Special Education Teachers in the Use of Tools and Materials with Children. EPDA Final Report. Trenton State College, New Jersey, 1972. 90 p. Available ERIC. ED 084 267.

Describes and evaluates three workshops designed to allow the elementary teacher to gain competencies in the use of hand tools and the design and implementation of class programs oriented around workshop activities.

*257. Moir, Carmen F. Professional development and inner city problems. Educ Canada 14:20-21 Dec'74.

Outlines need for a program of retraining to help teachers work more effectively with inner city children in Winnipeg.

**258. Pascale, Pietro J., and Joseph Murray. A Survey of Professional Needs in Special Education for Northeastern Ohio. 1973. 39 p. Available ERIC. ED 082 421.

Seventy-five teachers working in the area of special education and learning disabilities were administered a 112 item questionnaire concerning instructional and program needs. The greatest need expressed was in the area of managing unacceptable behaviour. Teachers approved of inservice modes such as lecture with demonstration, demonstration by expert, and work session with children. Teachers reported a preference for moderate personal active involvement in inservice teacher training programs. The questionnaire covered topics such as demographic data, expressed needs in general and instructional categories, expressed needs in content areas, endorsement of specific methods of presenting inservice training, and evaluation of content and presentation of workshop material.

**259. A Systematic Approach to Inservice Training for Teachers in Learning Disabilities. Chelmsford, Massachusetts: Merrimack Education Center, 1971. 22 p.

This document is focused on the various aspects of establishing a systematic approach to the inservice training mini-course in learning disabilities for classroom teachers. The training model is exemplary of a 4-hour, intensive training course designed and conducted by staff and consultants for the Merrimack Education Center. Its purpose is to serve as a resource, specifically for persons involved in establishing inservice training courses in local school districts and for school agencies, school districts, intermediate offices, and others responsible for inservice training.

**260. Ward, Ted, and others. Workshop Training Kits. Vol. I. East Lansing: Regional Instructional Materials Center for Handicapped Children and Youth, Michigan State University, 1973. 206 p. Available ERIC. ED 084 761.

Presented in the first of a two volume series are four workshop training kits for development of teacher skills to be used with severely handicapped children and six workshop experience kits for training personnel to instruct inservice teachers.

**261. Ward, Ted, and others. Workshop Training Kits. Volume II. East Lansing: Regional Instructional Materials Center for Handicapped Children and Youth, Michigan State University, 1973. 196 p. Available ERIC. ED 084 762.

Presented in the second of a two volume series are six workshop training kits for development of teacher skills to be used with learning disabled children. The first section of each kit contains a leader's guide which gives activity, objectives, teacher prerequisites, time required, materials needed, step-by-step procedures, a discussion guide and an evaluation form. The second part of each kit (for the trainee) contains master copies of materials for the activity, worksheets, a content evaluation form, a workshop evaluation form, and supplementary information.

Vocational and Technical Education

262. Conover, Hobart H., and Ronald W. Wing. Inservice education opportunities. Balance Sheet 56:64-6 Oct'74. EJ 105 329.

The cooperative efforts of the Bureau of Business Education in the New York State Education Department and key business educators of the State provided a successful inservice education design and program for secondary school business teachers.

**263. Lockwood, Wayne N. Jr. The Development of a Correspondence Course Entitled: Leadership in Vocational Education. Urbana: University of Illinois, 1973. 276 p. Available ERIC. ED 086 814.

Purpose of the study was to develop, test and revise a course on the topic of leadership development in vocational education to be used on an inservice basis by vocational educators at all program levels. Most participants felt the course was equal to or better than on-campus courses, met a participant need, was appropriate to correspondence study, and recommended similar courses be developed.

**264. National Curriculum Development Project for Vocational Educators of Disadvantaged and Handicapped Students. Final report. Montgomery, Alabama: Link Enterprises, 1973. 47 p. Available ERIC. ED 086 815.

Goal of project was to train a nucleus of vocational educators in curriculum preparation and modification of instructional material to enable disadvantaged and handicapped students to achieve success in career preparation programs. Over 1200 vocational educators across the country participated in one-week workshops designed to achieve the project goal. The Final Report describes pre-workshop planning and decisions, workshop activities with daily guides, followup activities, and "spin-off" activities.

265. Poulin, Donald, and others. Getting ready for change: a cooperative inservice program for technical teachers. Amer Voc J 46:74, 76-77 Nov'71. EJ 047 040.

**266. The Professional Internship Exchange Program in Vocational Education. Cheney: Eastern Washington State College, 1973. 144 p. Available ERIC. ED 085 556.

Program was designed to provide inservice vocational personnel development in cooperative vocational education. Ten new centers were established under the project. A total of 30 secondary schools and community colleges participated in the 3-year project. Microteaching devices and micro-simulated decision making were emphasized throughout the planning workshop. Through the program teacher coordinators have kept abreast of job changes, task analysis, and those areas of occupations which will provide employment for the future.

267. Syhlman, Bill Duane. Identification of Inservice Personnel Development Needs in Career Awareness for Portland and Seattle Elementary Schools. Ph.D. thesis, Oregon State University, Corvallis, 1973. 224 p. ED 078 197. Not available ERIC.

On the basis of the results of this study, it was recommended that the 20 priority items be considered when developing professional inservice programs for elementary teachers and that the eight major areas of career awareness be included in such a program. These areas are: (1) individual self awareness; (2) economic and social awareness; (3) educational awareness; (4) awareness of careers; (5) decision-making abilities;

(6) work understanding and job skills; (7) work aptitudes and appreciations; and (8) other areas of career awareness.

LEADERSHIP DEVELOPMENT

268. Abramowitz, Mildred W. The principal is the key to teacher training and growth. Momentum 5:10-11 Dec'74. EJ 108 578.

**269. Assessment of the CERLI Training Program, Specialist in Continuing Education (SCE), for Chicago Public Schools. Northfield, Illinois: Cooperative Educational Research Lab., Inc., 1969. 107 p. Available ERIC. ED 035 971.

Under contract to the Chicago Public Schools, the Cooperative Educational Research Laboratory conducted a six-week program for training inservice leaders. This program achieved the dual purpose of training Chicago Public Schools' personnel and of pilot-testing CERLI's primary developmental activity -- the training program "Specialist in Continuing Education" (SCE). The findings and limitations of the program are briefly discussed.

270. Bennie, William A., and Patricia Ann Graham. Inservice education of the supervising teacher. Contemporary Educ 43:295-97, May'71. EJ 039 558.

Results of a survey of inservice programs offered by schools of education.

271. Block, Albert C. Early childhood inservice teacher education. Coll Stud J 6:13-17 Nov/Dec'72. EJ 071 208.

The major objective was to draw together the resources of the local university and the potential resources of the counties to work together for the purpose of preparing personnel who would understand early childhood education, be competent in working with other teachers, administrators and auxiliary personnel and utilize the combined resources of local communities and of the university in an overall inservice, staff development approach to the improvement of instruction.

**272. Conceptual Base of Program I: Specialist in Continuing Education (SCE). Consultants' Assessment. Northfield, Illinois: Cooperative Educational Research Lab., Inc., 1969. 193 p. Available ERIC. ED 050 045.

This report describes an investigation of theory and research relevant to the development of program I: Specialist in Continuing Education (SCE), a program to train teacher educators who will work with inservice teachers in small groups to improve their professional skills. The major portion of the report consists of position papers written by six consultants on different aspects of the program. The final section of the report explores issues related to the development, implementation and institutionalization of the new role.

**273. Identifying Strengths of Effective Teachers and Training Them to Share These Strengths With Other Teachers. Final Report. Bellflower Unified School District, California, 1970. 109 p. Available ERIC. ED 041 845.

A one-year staff development project was conducted to develop in teachers a knowledge and acceptance of themselves as "persons who guide the learning of children as persons", and to train 20 exceptional teachers for leadership roles in the district. Activities in the workshop sessions dealt with peer dynamics, self-evaluation, videotape techniques and problem solving. The 20 teachers then worked in their five schools as leadership teams during 20 days of released-time inservice training sessions involving the entire staffs of their buildings. Project objectives were met to a statistically proven degree. Significant outcomes included attitude improvement, reduction of anxiety, increased self-knowledge, implementation of new teaching methods and establishment of a teacher sharing program.

**274. Inservice Education for Administrators. An ERIC Abstract: A Collection of ERIC Document Resumes. Washington: National Association of Elementary School Principals, National Association of Secondary School Principals, and Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1974. 16 p. Available ERIC. ED 089 391.

This annotated bibliography provides up-to-date materials for use in the NAESP/NASSP Right to Read: Administrator Leadership Clinics. The clinics are designed to improve the skills of elementary and secondary school principals as instructional leaders.

**275. Johnson, James A. The Role of the College Student Teaching Supervisor in Inservice Teacher Education. 1974. 9 p. Available ERIC. ED 096 293.

The author recommends a new role that would involve decreasing the amount of time devoted to observing and holding conferences with student teachers and increasing the amount of time devoted to inservice teacher education. Four advantages of this new role are listed. It is suggested that this new role will improve inservice teacher education since college supervisors constitute a group that is well qualified and conveniently available to improve inservice teacher education. Seven cautions regarding the new role of college supervisors are described at the conclusion of the paper.

*276. Perkins, Stanley A. The professional tutor. Educ Can 14:27-29 Mar'74.

Suggests that professional tutors, as described in the James Report, be employed in Canadian schools to coordinate and promote inservice training.

**277. Rubin, Louis J. A Study on the Continuing Education of Teachers. Santa Barbara: Center for Coordinated Education, University of California, 1969. 31 p. Available ERIC. ED 036 487.

Essential characteristics of this program were its emphasis on a school-based, total-staff approach and its utilization of a teacher-facilitator in each school. Findings indicated that a practising teacher makes an excellent trainer of teachers, that changing the behaviour of a group is often easier than changing the behaviour of an individual, and, more generally, that the impotence of much inservice effort is attributable not so much to teacher resistance as to the ineffectiveness of educational systems used.

278. Rudden, James. The induction of new teachers. Head Teachers' Review p. 2-4 Nov'73.

The role of professional tutors in schools.

279. Shaw, Stan F., and Wilma K. Shaw. The inservice experience plan, or changing the bath without losing the baby. J Spec Educ 6:121-6 Summer'72. EJ 073 141.

Proposed is a strategy according to which a classroom specialist would provide inservice learning experiences for classroom teachers with the objective of enabling teachers to become relatively self-sufficient and competent to teach basic skills to all students, including those with significant learning disabilities.

280. Sigsworth, Alan, and Norman Wordsworth. Superman and Pandora's box: some considerations on the professional tutor and the school. Cambridge J Educ 4:72-9 Easter'74.

The difficulties of his position within the school.

*281. Turner, Harold E. Improved inservice: a challenge for supervisors. Clearing H 45:116-9 Oct'70. EJ 026 678.x

Changes in meeting the educational needs of certified teachers must be effected.

*282. Trosky, C.S. An inservice language arts training experiment in one rural school district. Man J Ed 8:39-44 Nov'72.

Describes an inservice training experiment which combines classroom supervision and workshops under the direct supervision of a university professor.

PLANNING AND ORGANIZING INSERVICE TEACHER EDUCATION

*283. Adams, Dennis M. Helping teachers cope with change. Educ Can 14:16-9 Sept'74. EJ 102 561.

New methods and innovations are bound to fail if the teacher's attitude is not taken into account. Here the author describes a program of inservice workshops to help teachers shape a new outlook on learning and experimentation.

284. Alford, Harold J. Assessment and evaluation in continuing education: four quick and dirty devices. Adult Lead 22:324-6 Apr'74. EJ 095 702.

The author describes a cluster of evaluation devices for conference and institute settings: (1) participant daily diaries; (2) individual information request forms ("quickie notes"); (3) end-of-course performance contract; and (4) an open-ended forced-choice evaluation questionnaire. An ubiquitous observer's role includes reviewing all evaluative devices.

285. Allard, Guy. Domaines, sujets et modalités de perfectionnement désirés par les enseignants en exercice au préscolaire et à l'élémentaire de la Régionale des Milles-Isles. Maîtrise, Université de Montréal, mars 1974.

**284. Alvir, Howard P. Planning and Inservice Education. Albany, 1974. 75 p. Available ERIC. ED 088 861.

This booklet is designed to render assistance to all educators engaged in planning inservice education sessions with their staff. Specifically, it offers a point of view on planning as a learnable activity and a reasonably complete how-to-do-it kit. The objectives of such an approach are to pinpoint specific planning difficulties associated with inservice education training programs and to suggest alternatives to "doing the same unsuccessful things over and over again with a hope that something worthwhile might occur". Includes a series of transparencies presenting information necessary for properly planning an inservice session.

285. American Association of School Administrators. Inservice Education for Staff and Administrators. Inservice Education for Staff and Administrators. Washington: AASA, 1971.

*286. Arena, John E. How to individualize inservice training. Educ Tech 14:43-45 Nov'74. EJ 109 653.

Teachers participating in a workshop on environmental education were given a pre-test and exempted from work pertaining to questions which they answered correctly on the pre-test. Further work was designed to help teachers in areas where their answers were incorrect.

*287. Arnett, E. Continuing teacher education; the European way. Man Teach 50:4 Feb'72.

*288. Artaud, G. L'enseignement et le renouveau pédagogique. Ecole Ont 28:164-72 mars-avril'72.

289. Bird, Thomas Edward. An Investigation of Orientation Programs for New Staff Members in the High Schools of Nova Scotia. M.Ed. thesis, Acadia University, May 1973.

290. Britton, Edward. An approach to inservice opportunities. Brit J Inservice Educ 1:24-8 Autumn'74.

**291. Burdin, Joel L., and Lorraine L. Poliakoff (ed.). Inservice Education for Rural School Personnel. Washington: ERIC Clearinghouse on Teacher Education, 1973. 111 p. Available ERIC. ED 073 082.

This publication focuses on inservice education for rural teachers who are remote from universities or other training centers. Section 1 consists of three models for in-service programs presented at a writing conference by Lawrence Heldman, Edward Krahmer, and Lionel Orlikow. The models include specifications for a national organization to serve rural teachers' needs, the design of an individualized in-service program, and a voucher system. Section 2 offers the viewpoints of other conference attendants on implementing models. In section 3, currently operating rural inservice teacher education programs are described.

292. Burton, Kay. More must be made to mean better. Trends Educ 33:4-8 May'74. EJ 100 483.

Considers the development of inservice training and the role of the government in establishing it.

293. Campbell, J.J. Inservice education in Northern Ireland. Brit J Inservice Educ 1:35-9 Autumn'74.

294. Cave, R.G. Inservice education after the White Paper. Nat Assoc of Inspectors and Educ Advisers J 1:3-7 Spring'74.

**295. The Center for Inservice Education. Final Evaluation Report. Volume I. Part I. Nashville: Tennessee State Department of Education, 1972. 74 p. Available ERIC. ED 090 216.

This document contains a model for planning, programming and evaluating inservice education; a typical assessment of need in planning an inservice experience in reading; an outline of a cooperative inservice day for elementary school teachers in Alcoa, Maryville and Bount counties; and a bibliography on staff development.

**296. The Center for Inservice Education. Final Evaluation Report. Volume II. Part I. Nashville: Tennessee State Department of Education, 1972. 166 p. Available ERIC mf only. ED 090 218.

Outlines for 23 participating school systems the number of days allowed for various kinds of inservice programs, provisions for planning and developing inservice programs, judgment of the adequacy of the programs, progress made in programming, self-identified needs, and procedures used for evaluation.

**297. Champagne, David W., and others. Planning and Conducting Individualized Inservice Workshops. 1973. 20 p. Available ERIC. ED 084 246.

This paper presents a planned, goal oriented, skill building, inservice training program that is based on district goals. The participants are professionals, chosen by local school districts, who train teachers, aides, parents and volunteers in the use of the Primary Education Project/Individually Prescribed Instruction systems. The paper emphasizes the organization and implementation process used in the project and analyzes those parts of the process that seem to have the widest applicability for other settings.

298. Christiansen, Mark A. Inservice: four ingredients for a successful program. Tennessee Education 1:25-30 Feb'71. EJ 069 567.

A successful inservice program for teachers should meet the needs of the teachers it serves by providing them with ideas and materials which have been requested by them to increase their effectiveness in the classroom.

*299. Comras, Jay, and Robert Masterman. A rationale for comprehensive inservice programs. Clearing H 46:424-6 Mar'72. EJ 053 943.x

Authors summarize the benefits to be derived from a comprehensive inservice program and include a recommended organizational chart.

*300. Connelly, Desmond J. School change in the seventies. Educ Can 14:34-39 Mar'74.

Includes criticism of the lack of relationship between graduate courses in education and classroom practice.

301. Constantine, Alvah. A look at inservice training. NJEA Review 47:28-9 Jan'74. EJ 090 501.

Article reviews the results of a questionnaire sent to 478 educators in New Jersey schools asking: "What exciting or unusual inservice programs is your district/college sponsoring; particularly ones that involve college-public school cooperation?".

302. Couture, Geraldine. Inservice education to upgrade teaching. Agric Educ Mag 45:92, 95 Oct'72. EJ 064 643.

*303. Crocker, O. (ed.). Continuing Education of Teachers and Other Professional Personnel in the Province of Newfoundland. Joint Committee on Public Education in Newfoundland, 1974. 14 p.

This report presents suggestions for coordinating and promoting inservice education in Newfoundland. It also records the results of a survey of the opinions of superintendents regarding these suggestions. The report recommends the establishment of a provincial organization for inservice education as part of the Department of Education, but subject to an advisory committee of school boards, teachers and denominational committees.

**304. Devore, Paul W. Variables Affecting Change in Inservice Teacher Education. Final report. Morgantown: University of West Virginia, 1971. 99 p. Available ERIC. ED 070 764.

This review of the literature on inservice teacher education focuses on two points: (1) the teacher as an individual in the process of change and (2) the variables necessary to promote change. The introduction presents the purpose and types of inservice programs as well as current practices and assumptions surrounding the

programs. Some of the variables discussed are evaluation of student achievement and teacher improvement; the design and format of the programs; teacher attitudes, beliefs, and involvements; selection of schools. The review stresses that variables related to altering inservice teacher education programs are the same or similar to those of any other social organization engaging in change. Therefore, the change process is discussed, identifying factors such as communication, resistance to change, environmental factors, change agents, inhibitors, and facilitators. The last section deals with the question of evaluation and presents personal reflections on inservice teacher education.

*305. Dissemination and Inservice Training. Report of the Schools Council Dissemination Working Party (1972-73) Pamphlet No. 14. London: Schools Council, 1974. 40 p. Available ERIC. ED 095 818.

The main aspects of dissemination of curriculum outlined in the report are strategy, teacher involvement, local support, inservice training, use of media, and evaluation.

306. Dobbs, Ralph C., and Donald M. Rogers. A realistic approach to inservice training. Agric Educ Mag 45:75-76 Oct'72. EJ 065 106.

*307. Edelfelt, Roy A. Inservice education of teachers: priority for the next decade. J Teach Educ 25:250-252 Fall'74.

States the need for a national consortium of agencies, institutions and groups with a stake in inservice education to establish policy, plan direction, promote programs and research, and evaluate outcomes.

*308. Ellis, D., et A. Tremblay. L'éducation permanente chez un groupe d'instituteurs. Ecole Ont 28:202-205 mars-avril'72.

*309. English, Paul D. A foundation for inservice success. A-V Instruction 16:76-77 Mar'71. EJ 034 763.x

The supervisor of the Office of Instructional Materials of the Denver Public Schools discusses the results and value of a survey which examined the thoughts of the city's teachers on the content for an inservice program in instructional media.

*310. Erraut, Michael. Inservice Education for Innovation. London: National Council for Educational Technology, 1972. 59 p.

The author outlines three possible functions for inservice education: the transmission of new knowledge, the facilitation of professional discussion among teachers, and the promotion of innovation in response to educational problems. In his view, the third type has been largely ignored. He therefore recommends the development of a consultancy-based system of inservice education. Such a system might transform the idea of transmitting new knowledge as it is discovered to that of acquiring available knowledge as it is needed; and it might add a much greater sense of purpose to some of the professional discussion among teachers.

*311. Finch, Arnold. Growth Inservice Education Programs that Work. Englewood Cliffs, N.J.: Prentice-Hall, 1969. 64 p.

Presents guidelines for planning school-district programs of inservice education and discusses effective means of making them genuinely useful in instructional improvement.

312. Fiske, Dudley. Inservice training: an LEA appraisal. Trends Educ 33:8-13 May'74. EJ 100 484.

Discusses the role of the LEA in formulating inservice training and concentrates on four questions that arise as soon as an exercise of this nature is attempted.

313. Formation pédagogique continue. Cegepropos 19:11-12 octobre'73.

314. Francoeur-Hendriks, K. Specialists at the elementary level and the professional improvement plan for teachers. Official Bulletin (Quebec) 5:36 Aug 28'74.

*315. French, Russell L. Analyzing and improving nonverbal communication: a model for inservice education. Theory into Practice 10:305-9 Oct'71. EJ 054 153.x

Presents a model for dealing with nonverbal communication in preservice and inservice teacher education settings.

316. Fris, Joseph. The Professional Role Aspirations and Achievements of Ontario Secondary School Teachers. M.A. thesis, University of Toronto, Fall 1972.

**317. Fuller, Frances F., and others. Concerns of Teachers: Research and Reconceptualization. Paper presented at Annual Meeting of AERA. Chicago 1974. Austin: Center for Teacher Education, 1974. 68 p. Available ERIC. ED 091 439.

Factor analyses of 1,359 Teacher Concerns Statements indicate two concerns factors are required to describe inservice teachers' concerns: self-adequacy vs. pupil-benefit (bipolar), and teaching performance.

318. Gaudreau, Madeleine. Recherche d'une formule de state pour la formation des enseignants. Maîtrise, Université Laval, octobre 1972. 52 p.

Formule de stage renouvelée qui s'avère plus efficace que le stage traditionnel pour former les maîtres de l'élémentaire et du préscolaire.

319. George, R.E. The inservice training of teachers in Wales. Swansea Coll Fac Educ J pp. 9-12, 1971.

320. Gibson, Rex. A staff college for education. Times Higher Educ Sup 60:14, 8 Dec'72.

*321. Gidney, Robert, Philip Linden, and Geoffrey Milburn. Continuing education: a neglected concept, pp. 69-77 in Myers, Douglas, and Fran Reid (eds.), Educating Teachers: Critiques and Proposals. Toronto: Ontario Institute for Studies in Education, 1974. 156 p.

Suggests that continuing education for teachers should become a priority for the next decade, but questions whether it will. Gives particular attention to the situation in Ontario.

322. Gima, Shinye, and Winona Chang. Teacher inservice education in Hawaii. Educational Perspectives 13:24-9 Dec'74. EJ 110 400.

This article surveys the development of inservice education in Hawaii, from the standpoints of four major institutions that have been involved: the Department of Education, the Normal School, the University of Hawaii Summer Session, and the University of Hawaii Extension Department.

323. Gray, H.L., and I. Cunningham. Management courses for teachers. Brit J Inservice Educ 1: 40-6 Autumn'74.

324. Gregoric, Anthony F. Developing plans for professional growth. NASSP Bull 57:1-8 Dec'73, EJ 090 438.

This article supplies descriptions of four stages of a teacher's development and suggests that school administrators have a responsibility for stimulating growth in their faculties.

325. Halcomb, Alvin H. Teacher inservice education for a changing curriculum. Agric Educ Mag 45:80 Oct'72. EJ 065 109.

326. Harris, Ben M., and others. Inservice Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice-Hall, 1969.

327. Hart, Leslie A. Necessary ingredients for retraining teachers. NASSP Bull 57:9-18 Dec'73. EJ 090 439.

To retrain teachers for better performance, the author says, the teaching environment must be changed significantly. He elaborates on his theory and gives examples of his method.

328. Haycocks, Norman. The universities and inservice training for teachers. Trends Educ 33:13-17 May'74. EJ 100 485.

Considers the university's role in developing inservice teacher education courses and the courses that comprise such education.

329. Herzlich, Guy. Ministry to make inservice courses compulsory for all teachers. Times Higher Educ Sup 28:10, 21 Apr'72.

Deals with teacher training in France.

330. Hillman, Aaron W. Inservice training: a confluent education model. New Campus 26:31-36 Spring'73.

*331. Houmes, Gary. Revitalizing inservice training for change. Educ Tech 14:33-34 Dec'74. EJ 111 349.

Suggests that idea-sharing and thorough planning are the major requisites in developing change-oriented inservice training. Specificity of goals and purposes, active participant involvement and continuous follow-up are key elements of the training process.

*332. Hossack, A. PD days, a teacher issue. Ed Courier 45:22-23 Nov'74.

Suggests that inservice training must provide teachers with opportunities for meaningful personal growth, with new data, and with sufficient time for testing new ideas.

*333. Inservice Education: Views of Teachers. A Report of the Commission on the Education of Teachers of Mathematics. c.1974. 2 p.

Reports results of a survey of classroom mathematics teachers in the United States. Respondents listed motivation, metrication and laboratory learning as the three topics for which they felt the greatest need for inservice work. Replies showed no clearcut preference for one structure of inservice program over another.

**334. Inservice Training Design Simulation. Amherst: School of Education, University of Massachusetts, 1970. 16 p. Available ERIC. ED 051 091.

This exercise simulates the process of planning for inservice training. It compresses what would typically involve many weeks and interaction with large numbers of people into a 10-hour exercise. The simulation requires that a planning group of 10 members formulates a plan for the 65 staff members of an elementary school, given the constraints of an inservice training budget, a school calendar, and a limited amount of consultant help. Recommendations are to be developed for an inservice training program for the 1970-71 school year that will prepare the school staff to implement differentiated staffing in 1971-72.

*335. Inservice training perspectives. Trends Educ no. 33 May'74.

Several articles dealing with the implications of the James Report for inservice training of teachers.

336. Jarolimek, John. A model for inservice teacher education. Soc Ed 34:329-32 Mar'70. EJ 017 818.

337. Johnson, Mae C. Continuing education for teachers: lethargy or alacrity? Inter J of Continuing Educ and Train 2:271-9 Winter'73. EJ 094 108.

An inservice program was effective in demonstrating that programs planned by the participants to meet their needs as they perceive them are received with enthusiasm and are effective in positive attitude formation. Questionnaire results are tabulated.

338. Johnston, David John. Teachers' Inservice Education. Oxford: Pergamon Press, 1971. 124 p.

*339. Kirby, Paul W. Inservice education: the university's role. Educ Lead 30:431-33 Feb'73. EJ 072 753

Cites examples of unique role colleges can play in teacher staff development.

340. Kling, Vincent G. Designing new facilities for continuing education. Am Sch & Univ 45:17-20 Feb'73. EJ 071 455.

Discusses the reasons why conventional classroom facilities won't work for continuing education. Illustrates how one continuing education centre was designed and built and suggests how flexibility can be built into a facility without the use of movable partitions.

341. Knowles, Joyce. Training: a time for reappraisal. Special Educ 61:15-16 June'72.

Stresses importance of post-professional interdisciplinary training for teachers in special schools.

342. Knowlson, Harold. Developments in inservice education and training in the present economic crisis. Secondary Education 4:vi-viii June'74.

343. _____. Inservice courses for comprehensive school teachers. Secondary Education 1:16-17 Autumn'70.

344. _____. The inservice training of teachers in Sweden. Forum 15:27-28 Autumn'72.

**345. Koerner, Thomas F., and Martha A. Crawford (ed.). Where Will They Find It? Washington: National Association of Secondary School Principals, 1972. 94 p. Available ERIC. ED 072 029.

This publication, prepared by the Committee of Professors of Secondary School Administration and Supervision of the NASSP, is designed to stimulate discussion and action to improve the preservice and inservice education of secondary school administrators.

**346. Lavin, Richard J., and Ernest M. Schuttenberg. An Innovative Approach to Public School Staff Development. A Collaborative Mode. Chelmsford, Massachusetts: Merrimack Education Center, 1972. 30 p. Available ERIC. ED 069 602.

This paper describes the planning and implementation of a Staff Development Program for teachers and administrators in the 22 school systems served by MEC (Merrimack Education Center). This program, which provided inservice learning experiences for educational practitioners, is discussed following an introductory statement. Information concerning program development includes the historical background of the program, the inservice commission, needs assessment, collaboration with local colleges, an evaluation model, and possible program directions for the future.

347. Lee, Malcolm. The role of the colleges of education in the inservice education of teachers. Educ for Teach no. 96:3-11 Spring'75.

**348. Lefforge, Orland S. Inservice Training as an Instrument for Change. Gainesville: University of Florida, 1971. 61 p. Available ERIC. ED 055 577.

This plan for improving community college instruction uses an inservice training program as a primary vehicle for change. The objectives to be achieved are: (1) develop a climate for educational innovation; (2) develop individual initiative for professional growth; (3) coordinate training resources, faculty efforts, and college goals; and (4) increase accountability in use of inservice training resources. These objectives can be achieved only if there is agreement on using inservice training funds for programs with measurable outcomes, finding training with ultimate applicability to student learning, and supporting the instructor in his efforts to seek self-betterment through inservice training.

**349. Levin, S., and M. Van Ryn. Local and Categorical Inservice Expenditures in New York State 1970-71 and 1971-72. Albany: Division of Teacher Education and Certification, New York State Education Department, 1972. 16 p. Available ERIC. ED 090 149.

Study found less than 0.05% of the total operating expenditures was spent on the maintenance and improvement of professional staff. There appeared to be no relationship between the numbers of professional staff regionally and the inservice monies allocated for their training.

*350. Longmore, A.J. Retraining teachers — points to ponder. Educ Can 14:18-19 Dec'74.

Recommends a pilot project of intensive teacher retraining, to be financed by the federal government.

*351. Longwell, Donald. The implications of inservice programs, pp. 98-105 in Myers, Douglas, and Fran Reid (eds.), Educating Teachers: Critiques and Proposals. Toronto: Ontario Institute for Studies in Education, 1974. 156 p.

Puts forth the merits of informal inservice training offered by various agencies, with particular reference to a primary methods course offered in the summer of 1971 in Hamilton. It is suggested that preservice teacher education could be improved by studying the techniques of informal inservice training.

352. Lovegrove, W.R. Some problems involved in inservice education. Cambridge J Educ 2:42-9 Lent'72.

353. Lowman, Lucy Jane. Planning inservice programs for professional upgrading. Am Voc J 46:50-51 Nov'71. EJ 047 034.

354. Macdonald, James B., and Martin Haberman. On tinkering in inservice teacher education. Instructional Development 1:3, 6 Jan'70. EJ 028 538.

**355. Many, Wesley A., and others. Inservice Education in American Senior Colleges and Universities: A Status Report. DeKalb: University of Northern Illinois, 1969. 12 p. Available ERIC. ED 057 731.

Formal programs of inservice education for faculty in American colleges and universities generally have been neglected and are lacking in approximately half of the institutions. In only half of the senior colleges and universities in the United States is the need to improve the professional development and performance of college and university faculties being approached through systematic programs of inservice education.

**356. Marram, Gwen D., and others. The Impact of Teaming and the Visibility of Teaching on the Professionalism of Elementary School Teachers. Stanford University, California, 1972. 65 p. Available ERIC. ED 072 040.

A major aspect of professionalism is a desire for collegial evaluation. The data presented came from responses to a questionnaire given to 244 teachers in 15 elementary schools. The study showed that elementary school teachers had little respect for evaluations of their teaching by other teachers. The teachers had a low estimation of the value of professional knowledge, skill, and training. There was also a lack of visibility of teachers' work to each other. An increase in the visibility of work, brought about by team teaching and open schools, increased the perceived soundness of evaluations of that work. It was suggested that the increased use of open schools and teams may lead to a more professional organization of teaching.

357. Maw, Hugh W. Counselling in teacher education. Learning for Living 12:39-41 Jan'73.

*358. Milne, L.I.M., and others. Continuing education for teachers: whose responsibility? ATA Mag 52:18-23 Nov-Dec'71.

Reports opinions of several persons involved in education in Alberta on this topic.

359 Mitson, R. Inservice training as a strategy in the management of innovation. J App Educ Studies 3:29-33 Summer'74.

**360. Mohr, Paul. Current Research and Development Efforts in Inservice Training and Curriculum Planning for Teacher Education. 1971. 161 p. Available ERIC. ED 083 148.

The need for and purpose of inservice training, including some goals and weaknesses in the teaching profession are presented. Teacher training models, inservice programs for teachers of disadvantaged and economically deprived children, the relationship of innovations to technology, the changing roles of teachers, performance-based teacher certification, and the role of evaluation are discussed.

* 361. Moir, C.F. School: focal point of inservice education. Educ Can 10:15-17 June'70.

While inservice activities designed primarily to improve the individual teacher are important, there must also be inservice activities designed to provide for staff participation in charting the course of the school system.

**362. Monahan, William G., and Howard E. Miller. Planning and Developing Inservice Education. Iowa City: Center for Research in School Administration, University of Iowa, 1970. 27 p. Available ERIC. ED 045 611.

A five-state study conducted by the University has shown that teachers indicated that their chief requirement of an inservice program was to improve their teaching skills. The document discusses the organizational strategies required in the establishment of a successful inservice program. In large school districts a formalized system involving standing committees appears necessary. Smaller districts may obtain better results from a task force of short duration. In any case, activities should include research into teacher needs, establishment of goals and policies and an evaluation procedure.

363. Moore, Marv. Training professionals to work with paraprofessionals. Personnel & Guid J 53:308-312 Dec'74. EJ 108 868.

Effective training for paraprofessionals is only half the story. Moore delineates the other half -- teaching professionals to train, supervise and work with paraprofessionals.

*364. Myers, Douglas, and Fran Reid (eds.). Educating Teachers: Critiques and Proposals. Toronto: Ontario Institute for Studies in Education, 1974. 156 p.

Contains articles on continuing education of teachers by Gidney and Longwell (annotated under names of these authors).

365. Nissman, A., and J. Lutz. Organizing and Developing a Summer Professional Workshop. Hamden, Connecticut: Shoestring Press, 1971.

Includes information on planning, budgeting, choosing texts, running the workshop, and follow-up.

*366. Partlow, H.R. Professional development -- top level need, second level priority. Educ Can 11:60-4 Dec'71.

Describes the organization and activities of the Professional Development Department of the North York Board of Education.

**367. Pasch, Marvin. Programmatic Development of Inservice Teacher Education. Washington: ERIC Clearinghouse on Teacher Education, 1974. 19 p. Available ERIC. ED 096 243.

A "programmatic concept" of inservice education is suggested. Inservice activity congruent with the concept must emerge from an operational complex which has demonstrated the capability to create and/or diffuse instructional programs targetted to a group of teachers with particular needs. Three approaches which fit the criterion rule are described: (a) inservice education as a programmatic activity of teacher education centers; (b) inservice education as a product of specialized instructional and curriculum product/training centers; and (c) inservice education as disseminated through specialized workshops. Examples which fit each of the three approaches are presented.

368. Paslowski, Julian. Motivational Factors and Personal Variables of Teacher Participants and Non-Participants in a Voluntary Inservice Program. M.Ed. thesis, University of Saskatchewan, October 1973.

*369. Pedersen, K.G. Case for reform in teacher education. Teacher Education -:4-15 Spring'74.

Suggests that much of what is presently conducted in the name of professional development should be abandoned as soon as possible. The reasons are that most inservice programs now reflect the perceived needs of non-classroom educators, that they are frequently totally prescribed, and that there is little teacher or student input. Reforms are needed both in university programs and local inservice programs. At the heart of this reform must be individual teacher commitment to professional growth and development.

**370. Peeler, Thomas H., and Jerome R. Shapiro. A Focus on the Cooperative Reorganization of Pre-Service and In-Service Teacher Education Programs. 1971. 120 p. Available ERIC. ED 061 764.

Herein are discussed the traditional model of local school development in preservice education, including its weaknesses; selected models of preservice education stressing local involvement, including the Florida Experimental Program in Elementary Education, the Cooperative Student Teacher Center Concept, the Mercer County Teacher Education Center, other variations on the traditional model, and the Model Teacher Education Project of the U.S. Office of Education; local school involvement in inservice education, both past and present; emerging trends of inservice education in the 1970's; and the reorganization of teacher education.

371. Perfectionnement des enseignants. Bul Officiel 2:91-4 2 juillet'71.

372. Pillet, Roger. A look at the inservice scene. Instructional Development 1:1, 6 Dec'69. EJ 028 145.

*373. Riechard, Donald E. A method that can make a difference. J Teach Educ 25:163-5 Summer'74. EJ 101 728.x

This article describes a teacher education approach devised by the Emory University Division of Educational Studies and two systems of the Atlanta, Georgia metropolitan area that combines inservice education and preservice education.

*374. Rubin, Louis J. Authentic teacher growth. Educ Lead 28:701-3 April'71.x

Suggests that teachers are the best educators of other teachers and that most professional growth occurs while the teacher is actually at work.

*375. Rubin, Louis J. (ed.). Improving Inservice Education: Proposals and Procedures for Change. Boston: Allyn and Bacon Inc., 1971. 284 p. ED 052 154. Not available ERIC.

This book concerning the continuing education of teachers offers an overview of the problems of professional growth. It attempts to provide an understanding of the organizational conditions which are prerequisites for professional development and to provide curriculum workers with a deeper insight into the connections between a course of study and the teacher who translates it into reality.

376. Rubin, Louis J. A study on the continuing education of teachers. Part I. Instructional Development 1:1-6 Mar'70. EJ 028 146.

377. _____. A study on the continuing education of teachers. Part II. Instructional Development 1: 1, 3, 5-6 Apr'70. EJ 028 147.

378. _____. A study on the continuing education of teachers. Part III. Instructional Development 1:1, 5-6 May'70. EJ 028 149.

379. Rule, Flossie. Models for inservice education in East Tennessee. Instructional Development 1:2, 6 May'70. EJ 028 150.

380. Sanga, Moses B. An Evaluation of Teachers' Inservice Education in Tanzania. M.Ed. thesis, University of Calgary, May 1974. 103 p.

This study was an attempt to evaluate the provision of teachers' inservice education in Tanzania.

*381. Saskatchewan Department of Education, Research Planning and Development Branch. Partnership for Professional Renewal: A Policy Paper on Inservice Training for Saskatchewan Education. Regina: Department of Education, 1973. 34 p.

Reports results of a questionnaire survey of superintendents and teachers regarding inservice activities. It was found that teachers responded more favorably to voluntary inservice activities than to mandatory participation in institutes. Both superintendents and teachers saw a need for an expansion of inservice training. The report sets out principles for inservice training and recommends appropriate roles in the area for various provincial institutions.

*382. Saskatchewan Teachers' Federation. Position on Inservice Education for Teachers. Saskatoon: The Federation, 1974. 14 p.

Recommends various guidelines, including "involvement of teachers in identifying needs and planning to fulfil them", "insofar as possible, voluntary participation", and "the use of practicing teachers or master teachers rich in classroom experience as resource people".

*383. STF reacts to inservice training report. Sask Bul 40:4 Feb'74.

384. Schultz, Michael. Possible trends in continuing education as they relate to inservice education for teachers. New Campus 26:25-27 Spring'73.

*385. Seagren, Alan T. Design for Effective Staff Development. Paper presented at Annual Meeting of American Educational Research Association, Chicago, April 1974. 33 p. Available ERIC. ED 088 811.

Presents a model for designing an effective staff development program. The program was designed to avoid some of the common criticisms of inservice programs. Each component of the program was designed with the following sequential elements: sensitization, instruction, practice, implementation, and assessment.

386. Shepley, A.V. Towards more effective field teaching. Sch Sci Rev 55:817-822 June'74. EJ 104 778.

**387. Shorey, Leonard. Some Factors Affecting the Personal and Professional Growth of Teachers. Paper presented at Adult Education Research Conference, Minneapolis, February 1970. 23 p. Available ERIC. ED 036 769.

The purpose of this study was to investigate the continuing education activities in which teachers engaged and to determine where possible: what factors influenced their participation in courses; the kinds of help teachers received from selected continuing education activities; the kinds of help they received from colleagues; and the changes teachers perceived as needed to facilitate their personal and professional growth. Data were collected by means of a questionnaire sent to all public school teachers employed by the Windsor Board of Education in Ontario. Returns were received to 61.9% of the questionnaires distributed. Five independent variables -- sex, age, academic qualifications, length of teaching experience, and grade level taught -- were selected, and all were found to be significant in influencing participation in the activities investigated.

388. Shorey, L.L. Teacher Participation in Continuing Education Activities. Toronto: Ontario Institute for Studies in Education, 1971.

This investigation of continuing education activities among teachers describes the motivation, help received and changes wanted in order to expedite personal and professional growth.

389. Smith, L. Dennie, and Marvin Dawson. Is inservice irrelevant? Educational Television 3:6, 34 Feb'71. EJ 033 149.

"New research indicates inservice training may not be so worthwhile after all."

**390. Sobol, Francis Thomas. What Variables Appear Important in Changing Traditional Inservice Training Procedures. 1971. 45 p. Available ERIC. ED 083 146.

Herein are discussed descriptive findings from the educational literature on the question of what variables appear important in changing traditional inservice training procedures. The question of the content versus the process of inservice training, important problems in inservice training programs, and implications of the important problems are also discussed. Educational research bearing on changes in inservice training programs and those bearing on organizational innovation in education and business are also presented.

*391. Stager, David A.A. Full-Time Teachers as Part-Time Students. Toronto: Ontario Teachers' Federation, 1972. 57 p.

Reports results of a questionnaire survey of part-time undergraduate degree students in Ontario universities in 1971. Includes data on students' means for financing their education costs.

*392. Staples, B. Nothing must stand in the way of the 'ideal'. ATA Mag 52:7-9 Nov-Dec'71.

Suggests that professional teachers are those who are continually questioning what they are trying to do in the schools and who have authority to act on their deliberations.

393. Stephens, J.D., and R.C. Harris. Better education? Improve the teacher... (paper excerpts). Rep Class Res 2: no. 2: 1-2 '73.

**394. Symposium on Research and Reform in Teacher Education. Part II. Strasbourg: Council of Europe, 1973. 45 p. Available ERIC. ED 079 265.

This document reproduces the results of many inquiries concerning teacher education reform that have been undertaken in Europe since 1970. Throughout these essays, a number of common themes appear, such as the need for intensified inservice training, the unification of the teaching profession, training for all teachers at degree level, the establishment of teacher centers, greater emphasis on educational sciences and preservice induction, and the exploration of new teaching forms.

395. Tate, Constance P. Inservice education for teachers. Science Teacher 37:49-50 Sept'70. EJ 025 530.

*396. Teacher Education and Training (The James Report). London: Department of Education and Science, 1972. 136 p. ED 065 449. Not available ERIC.

This report included recommendations for the formation of three cycles in teacher education -- general education, practical training, and 12 weeks of inservice training every 7 years -- and the opening of professional centres to serve in-service teacher training.

397. The teacher's training in schools. London Educ Rev 1:51-60 Spring'72.

398. Teaching the teacher: a growing market. Instructional Development 1:3, 6 Feb'70. EJ 027 797.

399. Trozzo, Salvatore. The inservice education of educators: talent-retrieval for the future. Instructional Development 2:2, 6 Dec'70. EJ 029 660.

**400. Vogler, Daniel E. Contemporary Ideas for Inclusion in Inservice Training. Presented at the 1973 Convention of the American Vocational Association, Atlanta, Georgia, December 3, 1973. 6 p. Available ERIC. ED 089 121.

Author raises several contemporary questions regarding inservice education, asking about priorities, areas for change, identification of needs, financing, delivery, responsibility, evaluation, and the relationship between inservice education and a performance-based certificate program.

*401. Wagstaff, Lonnie, and Tom McCollough. Inservice education: education's disaster area. Admin Notebook 21:? May'73.

The authors advance a conceptual basis for inservice training and suggest a repertoire of alternative approaches.

**402. Ward, Ted, and S. Joseph Levine. Yours -- For a Better Workshop. East Lansing: Regional Instructional Materials Center for Handicapped Children and Youth, Michigan State University, 1971. 17 p. Available ERIC. ED 085 974.

This booklet contains suggestions for planning and conducting an effective inservice teacher training workshop for special or regular classroom teachers.

**403. Ward, William G. A Review of Literature and Research on Inservice Training for Teachers with Emphasis on Vocational and Technical Teachers. Stillwater: Oklahoma State Department of Vocational and Technical Education, 1972. 27 p. Available ERIC. ED 073 244.

The purpose of this paper was to review recent literature and research on inservice training for vocational education teachers and to draw from that synthesis, elements influencing inservice training. It was recommended that statewide systems of planning and evaluation be developed and that the problem, who decides what should be taught, be investigated.

404. Warwick, David. Inservice education: the next phase. Ideas no. 30:219-21 Jan'75.

405. _____. The Norse code: Scandinavian inservice education. Secondary Educ 2:15-16 Summer'72.

406. _____. Strength of regional inservice teacher training. Times Higher Educ Sup 13:12, 7 Jan'72.

*407. Watkins, Roger (ed.). Inservice Training: Structure and Content. London: Ward Lock Educational, 1973. 124 p.

Contains papers presented at a national conference held at Leeds, England in 1972. Points out problems in determining who has responsibility for inservice training and establishing clear lines of communication between the persons involved. Indicates some incipient competition between Local Education Authorities and colleges and universities for control of the content of inservice training. Includes discussion of the overlapping of curriculum development and inservice training.

408. Watkins, Roger. Inservice education: theory and practice. Educ for Teach no. 96:71-6 Spring'75.

409. Wehmeyer, Lillian M. Evaluation of inservice education: a survey of methods. Calif J Teach Educ 2:102-10 Oct'74.

410. Wendel, Robert L. Teachers need a taste of learning. Instructional Development 1:2 Apr'70. EJ 028 148.

411. West, John. A pattern of continuing training. Dudley Educ J 1:35-46 Spring'72.

412. White, Stephen M. Examination of Inservice Programs in New Brunswick. M.A. thesis, University of New Brunswick, May 1974. 119 p.

An examination of the teachers' opinions of inservice education both past and present.

*413. Who are the masters now? Educ and Train 15:127-130 Apr'73.

*414. Wilbur, T.P., and D.L. Donovan. Developing and maintaining excellent teachers. Ont Ed 2:26-7 Sept-Oct'70.

Outlines a comprehensive program of staff development, including inservice training, graduate study, travel and professional libraries.

*415. Wilson, Elizabeth C. Can the school become a center of inquiry? A design for institution building. pp. 23-47 in Joyce, Bruce, and Marsha Weil (eds.), Perspectives for Reform in Teacher Education. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Suggests creation of an interagency complex which could serve as a staff development center and move the schools toward Schaefer's idea of the school as an institution in which teachers are freed to inquire into the nature of what and how they are teaching.

**416. Wilson, Marian L. Inservice Educational Needs of Teachers. 6 p. Available ERIC. ED 093 896.

Paper reviews current research on the merits and failings of various forms of inservice teacher education. Concludes that (a) much is to be gained by "asking the teacher" concerning the future of inservice activities and (b) that there is need for a greater variety of types and lengths of activities, for measures to increase teacher motivation for continuous professional growth, and for more inservice programs offered for graduate credits.

417. Wiseman, S., and others. Developments in the inservice training of teachers. Adv of Science 26:260-6 Mar'70.

RELEASED TIME, COURSE CREDITS

418. Freiberg, H. Jerome. Continuing the educational process. International J of Continuing Educ and Train 3:173-8 Winter/Spring'74. EJ 100 597.

A free school for teachers gives participants an alternative to traditional programs: innovations are practised, not preached; modules meet participant-identified needs; and objectives, learning activities, and evaluation criteria are delivered a week in advance. Completion of five modules earns an increment credit applying to a teacher's salary level.

**419. Heller, Harold W. ROTE: Reality Oriented Teacher Education. University of Alabama, 1973. 15 p. Available ERIC. ED 087 711.

After Alabama's failure to train a sufficient number of teachers of exceptional children, a Reality Oriented Teacher Education Program (ROTE), requiring both faculty and students to work in the field, was instituted. This program placed advanced undergraduate special education majors (prior to student teaching) in classrooms where they had full responsibility for instruction on a one-day or half-day basis. Their presence released the regularly employed teacher to attend, for credit and with no cost to the school system, field-based course instruction from college and university instructors. Thus, faculty members not only taught in the field but also interacted with school personnel in actual school settings. Courses were based strictly on teacher needs. Student interns coordinated their teaching activities with the regular teacher to ensure maximum continuity and interrelation of instruction for the children.

**420. Johnson, Lary. Teacher Released Time in Minneapolis Elementary Schools: An Evaluation 1971-72. Minneapolis: Department of Research and Evaluation, Minneapolis Public Schools, 1972. 17 p. Available ERIC. ED 084 296.

Describes program through which children are released one and one half hours earlier each Tuesday to provide teachers with time for inservice training activities. Questionnaire returns by 80 per cent of the elementary classroom teachers indicated that released time was spent conferring with parents, planning and discussing new instructional methods and techniques, attending faculty meetings to discuss school policies and procedures, attending grade level meetings, and developing new materials with other staff members in the school. About 9 out of 10 elementary staff members felt students would receive a better education as a result of released time activities.

421. Knowlson, Harold. Motivation in inservice training: an accumulation of credits scheme. Brit J Inservice Educ 1:4-9 Autumn'74.

422. Robines, Arthur J. Integration of continuing education with innovative educational and practice systems. International J of Continuing Educ and Train 3:165-71 Winter/Spring'74. EJ 100 596.

Unless the profession (of psychology) attends to standards for continuing education, structure and program, any move to force practitioners into undertaking continuing education activities may push them into collecting credits for attending insignificant and irrelevant programs that have no impact upon practice.

**423. Stemnock, Suzanne K. Professional Growth Credit for Educational Travel. ERS Circular No. 2. Washington: Educational Research Service, 1971. 38 p. Available ERIC mf only. ED 049 197.

Ninety-nine school systems out of 493 responding to a questionnaire stated that they accept educational travel as professional growth credit. This report examines the professional requirements which may be met in this way and the growth credit on the increment steps of the salary schedule. The policies of state departments of education regarding the acceptability of educational travel to meet certification requirements are also reported. Some space is devoted to a discussion of the acceptability of educational travel for horizontal advancement on the salary schedule, mentioned by 24 systems. Also briefly discussed are six systems which accept travel equivalency credits for optional salary supplements at certain increment steps. Typical application forms for credit allowance, with evaluation forms, from five school districts and two state departments are included.

TEACHER CENTRES

*424. Atlantic Institute of Education. Little Red School House. 4 p. 1975.

Describes the initiation of a teacher centre in an abandoned school house located in Summerside, Prince Edward Island.

425. Batten, John. Inservice education in teacher's centres: a suggested approach. J Curric Stud 5:25-31 May'73. EJ 080 999.

426. Beresford, Charles. Teachers' centre processes and inservice opportunities. Cambridge J Educ 4:93-101 Easter'74.

**427. Berty, Ernest. Evaluation Report of the Teacher Education Centers in West Virginia, February, 1973. Charleston: West Virginia State Department of Education, 1973. 57 p. Available ERIC. ED 08. 604.

Results of an evaluation of three teacher education centers in West Virginia are provided. The centers' programs emphasize the joint participation of various institutions and agencies in the training of teachers. In general, the results showed that the teacher education centers are effective in providing inservice education, influencing program development, maintaining a flexible clinical experience program, encouraging innovation, and creating mutual respect.

*428. Brehaut, W. Problems of teacher education in Canada's smallest province. Interchange 4: no. 2/3: 79-87 '73.

Proposes greater involvement of the University of Prince Edward Island in inservice training and the creation of a Teacher Education Center combining preservice and in-service training.

*429. _____. Teacher Education in Prince Edward Island. Toronto: Ontario in Education, 1972. 56 p.

Contains various proposals for the improvement of preservice and inservice teacher education. Suggests formation of a Teacher Education Center as a focal point for inservice teacher education.

*430. Burdin, Joel L. Scenario on teacher centers in the 1990's. J Teach Educ 25:40-3 Spring'74. EJ 095 554.x

Describes the organization and activities of a Professional Development Center for teachers. Included would be information retrieval facilities, opportunities to develop experimental curriculum modules and opportunities for contact with persons in other disciplines and other geographic areas.

431. Childs, G.F.P. Teachers' centres: a vital and evolving educational service. Visual Educ pp. 41, 43-51 Oct'72.

**432. The City College Workshop Center for Open Education. New York: City University of New York, 1973. 16 p. Available ERIC. ED 088 862.

The center features workshop activities ranging from demonstrations to independent work on individual projects and from single or one-time use to continuous or extended use. The facilities include the following: workshops in exploration of materials for curriculum discussions dealing with problems in class and school reorganization; publications that analyze and disseminate information; a darkroom for photography work applicable to classroom uses; a library for browsing and reference; a kitchen for cooking projects; and space for meetings, film showings, and individual or small-group consultations with staff.

*433. Clark, Christopher M. Now that you have a teacher center, what are you going to put into it? J Teach Educ 25:46-8 Spring'74. EJ 095 555.x

The basis for this article was a project to develop a psychological model of the effective teacher. Described is the development of a catalog of teacher training products.

*434. Collins, James F. The making of a teaching center. J Teach Educ 25:13-20 Spring'74. EJ 095 549.x

This article discusses the overall development of a teaching center, including such topics as financing, clientele, and governance, also included are seven case studies.

*435. Crosby, J. Michael. A teacher looks at teaching centers and educational reform. J Teach Educ 25:31-6 Spring'74. EJ 095 552.x

The author reviews two reports on teacher centers and problems that the concept places on teachers. He finds that the real promise of teacher centers is not in giving all responsibility to teachers but in facilitating real interaction between teachers and all the other major constituencies in the educational spectrum.

436. Culling, George. Introduction to the teachers' centre. Educ Develop International 2:5-8 Jan'74.

*437. Denemark, George W., and Joost Yff. Obligation for Reform. The Final Report of the Higher Education Task Force on Improvement and Reform in American Education. Washington: American Association of Colleges for Teacher Education, 1974. 75 p. Available ERIC. ED 087 744.

The HETFIRE report stresses the necessity of partnership in teacher education and conceptualizes the Personnel Development Center, defined simply as a place where educational personnel preparation and retraining happen. The report focuses on six areas in which educational reform might occur: (a) governance, (b) management and operation, (c) financing, (d) staffing, (e) curriculum, and(f) dissemination of promising practices.

**438. DeShields, Shirley M., and others. Staff Development Through the Teacher Education Center Concept. 1971. 16 p. Available ERIC. ED 075 391.

The concept of teacher education is broadened to include the transmission of effective, realistic, and education from classroom teacher to pupil. The tools necessary for this transmission are made available in a staff devlopment program initiated by the Institute of Educational Development (IED). The program uses workshops, practice sessions, resource preparation sessions, direct experience clinics,

and seminars to familiarize pre- and in-service teachers with improved teaching skills and flexible learning approaches to stimulating attitude change. These program goals lead to constant evaluation and adjustment in order to meet a realistic and applicable approach to education.

*439. DeVault, M. Vere. Teacher centers: an international concept. J Teach Educ 25:37-9 Spring'74. EJ 095 553.x

This article compares teacher centers in Great Britain, Japan, and the United States.

**440. _____. Teacher Centers in Japan, England, and the United States. A Series of Case Studies. Madison: University of Wisconsin, 1974. 132 p. Available ERIC. ED 093 856.

Study notes that Japanese centers tend to be large with regard to both physical structure and organization, while those in Britain and the U.S. vary widely in size and structure. Funding patterns also differ from country to country: in England, centers are funded largely through local education agencies; in Japan, the Prefecture of Education provides most of the funding; and in the U.S., the U.S. Office of Education generally provides funds for the initiation of a center, while subsequent operation is paid for by the state or local education agency. Some functional problems are common to teacher centers in all three countries: (a) how to encourage teachers to participate in the activities of the center; (b) how to remain responsive to teachers, while being supported by sources outside the teacher group, and (c) how to staff a teacher center.

**441. Dickson, George E. Planning a Prototype Teacher Center for Ohio. Final Report. College of Education, University of Toledo, Ohio, 1972. 73 p. Available ERIC. ED 086 677.

This booklet presents plans for a regional, university-based teacher center that encompasses preservice and inservice teacher education and the dissemination of R & D (research and development) information. The efforts of the University of Toledo to conceptualize and begin implementation of such a center are described. It is stated that the university's first step was to find out what teachers and administrators needed or wanted; their next was to establish, alter or improve cooperative relationships with other groups who would share in the government of the center. Details about these steps are included. The booklet also highlights the possibilities of using educational technology for the design and implementation of a center and provides equipment and spatial specifications, which were derived from an analysis of facilities currently accommodating one or more teacher center functions.

**442. Dupuis, Mary M., and Harold E. Mitzel (ed.). Classroom Craftsmen: Report of a Planning Conference for the NIE PLanning Unit. Washington: National Institute of Education, 1971. 5 p. Available ERIC. ED 073 115.

This document is a report of a 1971 planning conference for the National Institute of Education planning unit. Three major themes were developed. The first theme indicated the need for the formation of teacher centers to meet the needs of teachers, suggest new options, couple teachers with available resources, and in doing so reinforce the notion that to be teaching one must also be learning. Emphasis was placed on the availability of resources to document the art of the craftsman and quality in education while sharpening an understanding of the art, improving the ability to communicate it, and gaining insight into the learning process as it occurs under the guidance of the craftsman. The development of a coupling between research and the classroom craftsman's intuitive use of his art is also stressed.

*443. Eddy, W. Teachers' centres -- meeting the needs of teachers. ATA Mag 54:22-4 May-June'74.

Describes the teacher centres in Britain and suggests that certain aspects of the teacher centre movement could be borrowed for use in Alberta.

**444. An Explication of Issues Surrounding Teacher Centers and Education Renewal Sites. Monmouth: Teaching Research Division, Oregon State System of Higher Education, 1971. 58 p. Available ERIC. ED 086 678.

To help national study groups and local site planners deal with issues concerning teacher centers, this paper explains some relevant critical points. These issues are grouped under various headings: (a) the needs underlying teacher centers; (b) their function, structure, administration and staffing; (c) their program and financing; and (d) their general application and viability. Under each heading, critical questions concerning teacher centers are presented to (a) provide the reader with easy access to particular

issues and (b) provide the author with the flexibility to add or delete questions. These questions are designed to group issues under headings and present a list that could serve as a guide for organizing additional research on teacher centers. The questions in the report were settled upon after reviewing the literature on teacher centers and consulting a panel of knowledgeable local educators.

**445. Fibkins, William. A Proposed Model for Starting a Teacher's Center in the Schools. 1973. 20 p. Available ERIC. ED 081 729.

This article proposes (a) a rationale for the development of teachers' centers, (b) a model teacher center, and (c) a model for the position of facilitator for staff development at the center. The rationale focuses on the voluntary exchange of teachers' ideas concerning their professional and personal lives. The model teacher center, based on the Bay Shore-Stonybrook Teacher Center, Long Island, New York, centers on (a) the teacher's perception of himself, (b) exchange of resources among teachers in workshops, (c) administrative support for the center, (d) involvement of support staff in the workshops, and (e) involvement of personnel trained in organizational theory and communication and observation skills to integrate teacher resources. The duties of the facilitator for staff development include (a) planning, implementing, and assessing renewal programs, (b) assessing the training needs of center participants, (c) experimenting and researching participant resources, (d) assisting educational administrators in developing innovative strategies for teacher centers, and (d) researching activities related to the educational process, teacher morale, and job satisfaction.

*446. _____. The whys and hows of teachers' centers. Phi Delta Kappan 55:567-569 April'74. EJ 094 650.x

Defines teachers' centers as physical facilities within a school where teachers can meet on a voluntary basis to share ideas related to their professional and their personal lives. Provides a how-to-do-it guide for teachers interested in organizing the community of learning and sharing that teachers' centers make possible.

447. Houghton, Celia. Where teachers help teachers. Teacher 92:55-7 Jan'75. EJ 110 385.

Teachers' centers -- popular alternatives for continued professional growth. The center at Greenwich is what the movement's all about.

**448. Howey, Kenneth R. Teacher Centers -- Is There Anything New? Some Tentative Guidelines for Assessing the Nature and Extent of Collaboration and Renewal. Paper presented at Annual Meeting of the American Educational Research Association, Chicago, April, 1974. 8 p. Available ERIC. ED 090 148.

Guidelines for reviewing teacher centers are presented in this paper. A teacher center is defined as an operation which incorporates the following: (a) formal shared decision-making with regard to policy formation, budget, personnel and program by those who are affected, whether they are teachers, students, teacher educators, or community members; (b) visible incentives for persons from colleges, schools and the community to be involved in the center; (c) multiple strategies for effecting parity trade-off between colleges, schools, and community; (d) multiple strategies for releasing teachers from some of their ongoing daily responsibilities to participate in the center; and (e) a primary focus on the improvement of instruction rather than the improvement of teachers. The guidelines for reviewing teacher centers are stated as questions with regard to (a) governance structures; (b) structures for continuing participation by schools, colleges, and the community; (c) thrust of the program; and (d) nature and extent of the resources of the center.

449. Hubbard, D.N., and J. Salt. Teachers' centres — some suggestions for a strategy. Forum 14:63-4 Spring'72.

**450. Joyce, Bruce R., and Marsha Weil. Concepts of Teacher Centers. Washington: ERIC Clearinghouse on Teacher Education, 1973. 28 p. Available ERIC. ED 075 375.

This report reviews the literature that is pertinent to a broad understanding of the teacher center concept and to the specific problems of designing a teacher center. Emphasis is placed on the origins, themes, methods of operation, and future plans for teacher centers. The origins include the revolution in teacher training underway in England, the stress placed on ongoing inservice teacher training in the United States, and the movement toward competency-based teacher education and certification. The major themes stress the felt needs of the teacher, a school improvement thrust, and a need to increase teacher competency. Three styles of operating teacher centers are discussed: the informal English style, the corporate style, and the competency-oriented style.

451. Kahn, Harry. Teachers' centres as agencies for change. Ideas 23:11-16 Oct'72.

452. LaFavor, Harold D. Inservice training and professional development via a teacher centre. Catalyst for Change 3:28-30 Winter'74. EJ 091 294.

Describes a center for the professional growth and development of the Vancouver, B.C., school system teaching and administrative staff. The center was created out of an abandoned school annex.

*453. Lakeshore Teachers' Association. Teacher Centre: An Idea for the Lakeshore. Montreal: The Association, 1974. 7 p.

Outlines the development of teacher centres in England and the United States and suggests steps that might be taken to create a teacher centre suitable for Lakeshore teachers.

**454. Leonard, Albert J. Teacher Centers: Where Do They Come From and Why? Paper presented at Annual Meeting of American Educational Research Association, Chicago, April 1974. 11 p. Available ERIC. ED 090 204.

Traces the origins of teacher centers in America to post-World War II laboratory schools, state and federal legislation in the 1960's and early '70's, criticisms of American education, and studies by state and national commissions. Identifies seven different organizational structures of teacher centres, including Independent, Single-Unit, Professional Organization, Free Partnership, Free Consortium and Legislative/Political Consortium.

**455. Maddox, Kathryn (ed.). In West Virginia, It is Working. One Teacher Education Center in Action. Washington: American Association of Colleges for Teacher Education, 1972. 64 p. Available ERIC. ED 086 679.

This publication explains the concept of the Multi-Institutional Teacher Education Center (MITEC) in Kanawha County, West Virginia. The center emphasizes the shared responsibility of public schools, communities, students, the state department of education, and colleges in providing continuous professional development of pre- and in-service teachers. One facet now being implemented at the center is the sequencing of pre- and in-service teacher education to provide continuous teacher education.

456. Maddox, Kathryn, and Mildred Holt. Teacher education center: school/college parity. Catalyst for Change 3:19-23 Spring'74. EJ 096 094.

The Teacher Education Center approach to teacher training described can be an effective vehicle for promoting school, college and State agency cooperation in preservice and inservice teacher training.

**457. Markowitz, Alan, and Frances Haley. The Advisory Learning Exchange, the Sharing of Knowledge and Concerns. Profiles of Promise 14. Boulder, Colorado: ERIC Clearinghouse for Social Studies, 1973. 4 p. Available ERIC. ED 095 071.

The Advisory and Learning Exchange (ALE), located in Washington, D.C., is sometimes classified as a teaching center but also functions as an organization with a helping or facilitating role for individuals, groups, and schools. Program strategies include workshops, support for whole schools and maintenance of a material and information center. The primary strategy for bringing people with common interests and concerns together is the conducting of workshops and seminars ranging in topic from new curriculum to constructing classroom materials for early childhood education.

*458. McConaghy, T.W. Effective change comes from teachers. ATA Mag 53:3 Jan-Feb'73.

Suggests adoption of the teacher center idea in Alberta.

*459. McKaig, M. Teachers' centres in Lambton County, 1971/72. Orbit 4:16-17 Feb'73.

Describes a program in which teacher center activities were conducted on a rotating basis, using vacant classrooms in schools scattered throughout the Lambton County area.

460. Midwinter, Eric. Teachers' centres: the facilitators. Brit J Inservice Educ 1:10-14 Autumn'74.

461. Morant, Roland W. Professional centres need priority planning. Education 142:264-6 Sept'73.

Suggests ways in which the centres recommended in the James Report can fulfil training functions.

*462. Morgan, G.A.V. Teachers' centers. Urban Review 7:187-196 July'74. EJ 106 784.

A description of Teachers' Centers in England; their characteristics, recent growth and development, objectives, inservice training and curriculum development activities, and an assessment of their strengths, weaknesses, and likely future.

463. Mostyn, S. Teaching aids and the education center. Aspects of Educ 11:29-31 Sept'70.

Includes discussion of teacher centers.

**464. NEA Teacher Center Network: A Prospectus. Washington: National Education Association, 1972. 24 p. Available ERIC. ED 079 231.

This document is a prospectus for a program of the National Education Association to establish a network of teacher centers.

**465. An Overview of Alternative Education: Implications for a Teacher Center Model. Minneapolis Public Schools and University of Minnesota, 1974. 6 p. Available ERIC. ED 088 896.

Describes a cooperative public schools-university teacher center established to provide inservice and preservice training to teachers which is relevant to the Experimental Schools Project and the rest of the Minneapolis School System.

*466. Owen, J.G. Developing teachers' centers. Trends Educ no. 28, 2-7 Oct'72. EJ 067 766.

A study of the British "teachers' centers", in particular, the development of the ones in Devon over the past seven years. The author suggests that the more tightly bound a center is to one or more national projects the better are its chances of survival.

**467. Parsons, Theodore W. Developing a Teacher Center. 1972. 19 p. Available ERIC. ED 086 673.

This paper begins by outlining six functions of a teacher center that are seen as generally accepted and by remarking on certain realities, like the overworked teacher and dearth of funds, that are pertinent to establishing a teacher center. The majority of the text is devoted to an explanation of a large number of specific principles that should be employed in the design of a center. The following organizational/administrative design principles are listed and described: cost effectiveness; optimal use of existing facilities, materials, and talent; minimal organizational intervention in existing channels of communication, authority, and decision making; communication among staff; teacher control of administration, program design, and budget management "to the greatest possible extent"; the location of activities in individual classrooms and local schools; and the use of teachers to train other teachers. General principles of program design listed include a call for a competency base, self-assessment, classroom clinics, and communication across subject and grade levels among teachers.

*468. Pilcher, Paul S. Teacher centers: can they work here? Phi Delta Kappan 54:340-343 Jan'73. EJ 069 468.x

Warns that successful transplantation of the British teacher center idea to America may involve a redistribution of power within the traditional educational structure.

**469. Poliakoff, Lorraine. Teacher Centers: An Outline of Current Information. Washington: ERIC Clearinghouse on Teacher Education, 1972. 35 p. Available ERIC. ED 062 302.

Information for this outline on teacher centers was taken from unpublished documents, most of which were written in 1971 and 1972 under the auspices of the U.S. Office of Education. The following topics are covered: the rationale behind teacher centers; the types, functions, clientele, staffing, and financing of teacher centers, parity; USOE management of educational renewal; numbers of teacher centers; and the educational extension agent.

*470. _____. Teacher centers: an outline of current information. J Teach Educ 23:389-96 Feb'72. EJ 065 909.x

Provides an outline of the recommended functions and governance of a teacher center.

471. Pollard, Michael. Soft centres: inservice training. Educ & Train 12:380-1386 Oct'70.

*472. Preuter, K.F. Teacher centers. Orbit 3:20-1 Apr'72.

Describes early experimentation with teacher centers in Etobicoke and outlines the potential of the teacher center idea for improving education.

*473. Preuter, K.F. Teacher center — a new development in Ontario. OTF Reporter -:21-3 Winter'73.

Describes the teacher center plan in the Timmins area.

474. Raskin, Bruce. Teachers helping teachers. Learning 2:29-30 Sept'73. EJ 033 486.

Examples of lively, effective teacher centers.

**475. Recommendations of the State Council for Teacher Education Centers. Teacher Education Act of 1973. Tallahassee: Florida State Department of Education, 1974. 15 p. Available ERIC. ED 096 278.

This document discusses concepts of a teacher education center and states that teacher education center programs include the following: (a) career-long teacher education; (b) cooperation and collaboration; (c) commitment to shared power; (d) pooling of resources; (e) field-based preservice teacher education; and (f) broader focus on in-service training. Recommendations are made in the areas of governance, functions of a teacher education center, staffing and funding.

**476. Restructuring Teacher Education. A Report of the Rationale, Objectives, and Activities of the Houston Teacher Center, 1970-1973. Houston: College of Education, Houston University, 1973. 312 p. Available ERIC. ED 085 334.

Section one of the report describes the project's rationale and main objectives. Among these objectives is development and maintenance of a self-regenerating teacher education program for a changing society. Section two summarizes project activities designed to familiarize persons engaged in teacher education with the various aspects and details of competency-based teacher education. The remaining sections deal with aspects of CBTE.

*477. Richards, Colin. Teachers' centres — a primary school view. Trends Educ 25:31-3 Jan'72.

From the point of view of the primary some teachers' centres as they are now developing may leave something to be desired.

**478. Rosner, Benjamin. The British Teacher Center: A Report on its Development, Current Operations, Effects and Applicability to Teacher Education in the U.S. 1972. 34 p. Available ERIC. ED 090 16[illegible].

This report offers a description of the development and current status of the British teacher center as a vehicle for inservice teacher education and curriculum reform in the primary and secondary schools of the United Kingdom. The British teacher center is a facility providing space, materials, and equipment in which (a) teachers engage in curriculum planning and development activity and receive instruction pertinent to the design, development, and implementation of primary and secondary school curricula; (b) the products of local and national curriculum development activities are exhibited; and (c) teachers convene for purposes of relaxation and refreshment. The centers serve approximately 1,000 teachers and are located to afford teachers easy access during or after school hours.

479. Sandilands, Aline. A place to pool ideas. Teacher 17:3, 4 June'71.

480. Schmieder, Allen, and Sam J. Yarger. Teaching Centers: Toward the State of the Scene. Washington: American Association of Colleges for Teacher Education, ERIC Clearinghouse on Teacher Education, and University of South Florida, 1974. 56 p.

Includes results of a national survey of teaching centers conducted by Syracuse University in 1973-74. Describes the origin and functions of teaching centers and sets up a suggested typology of organizational patterns.

**481. Selden, David. Teachers Centers: Who Should Pay and Who Should Control? Paper presented at Annual Meeting of American Educational Research Association, Chicago, April 1974. 4 p. Available ERIC. ED 090 168.

This paper questions who should fund and control teacher centers. Recommendations include the establishment of local teacher centers supervised by a board of trustees chosen jointly

by the teachers' union and the school superintendent and funded by the board of education in an amount equal to at least 2% of the annual operating budget. The author suggests that teachers demand teacher centers during collective bargaining, which would contribute to the professionalism of teaching and make the teacher center concept operational rather than experimental.

**482. Selden, David, and David Darland. Teacher Centers: Who's in Charge? 1972. 14 p. Available ERIC. ED 086 674.

The authors state that educational renewal cannot be broached with the meager funds collected by the U.S. Office of Education; staffing ratios, supplies, equipment, and plant cannot be attended to realistically. However, the teacher center, as it focuses on methods and resource organization, is found to be a useful renewal tool. The authors critique four alternative models of the teacher center: the British model; a centralized bureaucratic model, like the one in Japan; a decentralized model, run by an official board of education agency; and an autonomous model, run by teachers. The latter is found to be the most satisfactory. Basically, it is described as being governed by teachers (with an advisory board from outside the teacher ranks) for teachers and other nonsupervisory instructional personnel. Operated as a nonprofit corporation, it looks to federal and state funds for permanency.

483. Smith, E. Brooks Jr. Total professional development of teachers: the teachers' center way. Childhood Educ 50:330-332 Apr/May'74. EJ 095 090.

Considers the British teacher center for inservice training a potentially useful model for the professional development of American teachers. The centers focus on teacher role expansion through training in curriculum development and implementation.

**484. Stenzel, Norman K., and others. Area Service Centers -- Teacher Centers: A Conceptual Comparison. Paper presented at Annual Meeting of American Educational Research Association, Chicago, April 1974. Springfield: Illinois State Office of the Superintendent of Public Instruction, 1974. 23 p. Available ERIC mf only. ED 090 194.

Service centers in Illinois and teacher centers funded by the federal government are compared with regard to structure, function, clientele, and success criteria.

*485. Stephens, J.D. Professional development; program analysis, part 1. Corridor 2:20-30 Feb'73.

Describes a professional development program of the Lakehead Roman Catholic Separate School Board which used an abandoned four-room rural school house as a seminar center. The program was expanded to include attempts to solve problems and effect changes at the level of the individual school and teacher.

486. Stevens, Auriol. Centers for action. Times Educ Sup 2952:14, 31, 17 De '71.

Notes on the variety of teachers' centers to be found.

**487. Tanner, James R., and George W. Denemark. The Focus of the Teacher Center in an Educational Renewal Site. 1972. 13 p. Available ERIC. ED 086 675.

The teacher center, in this paper, is defined as an "institution established within an education renewal site designed to facilitate change in instructional personnel primarily through inservice education and training experience". The authors advise that teacher centers must attend not only to the development and remediation of teaching skills but also to the personal style and value patterns of each teacher. A center is seen as requiring "close and continuing" cooperation among school systems, colleges, and universities, with additional assistance from professional associations and community agencies. Teacher preparation objectives, needs assessments that are central to the development of a center, and training needs are sketched.

**488. The Teacher Education Center: A Unifying Approach to Teacher Education. College Park: University of Maryland. 23 p. Available ERIC. ED 073 072.

This paper evaluates Teacher Education Centers developed by the University of Maryland in the District of Columbia and counties in the state of Maryland. The general purpose of the Teacher Education Center is reported as joint sovereignty over teacher education by colleges, state departments of education, schools, and associations. The program concept is discussed, with emphasis on both preservice and inservice staff development: the preservice program focuses on intensive and extensive teaching experiences for the

undergraduate; the inservice program offers courses, workshops, and seminars for in-service professionals.

**489. Teacher Education Center Survey. Region V, West Central West Virginia. Charleston: West Virginia State Department of Education, 1973. 39 p. Available ERIC. ED 083 253.

This survey gathered information that would facilitate the development of a teacher education center in Region V (located in West Central West Virginia). The instrument was designed to elicit responses from those who desired to participate in the inservice component of the center and from all of the teachers relative to their recent inservice training activities. This necessitated the development of a two-page instrument. (Included in this document is an analysis of the data and a copy of the instrument.)

490. The teachers' centre concept. Trends Educ 23:42-7 July'71.

491. Thompson, Ethel M. Teachers' centres: why they were established by local education authorities instead of institutes of education. Durham Res Rev 29:678-89 Autumn'72.

*492. Thornbury, Robert (ed.). Teachers' Centres. London: Darton, Longman and Todd, 1973. 183 p. ED 091 080. Not available ERIC.

Teacher centres in England are professional laboratories where inservice teachers (freed from their classrooms by a release program) can share ideas, experiences, and problems with their colleagues and participate in the development and testing of teaching materials.

493. Thornbury, Robert. Teachers' centres. New Society 28:761-3 June'74.

494. Walton, J. Teachers' centres: their role and function. Forum 15:15-17 Autumn'72.

495. Wenham, Peter. History at teachers' centres. Teaching History 3:245-9 May'74.

The role of teacher centres in developments in history teaching in schools.

496. Williams, Louis. The next step. Teacher in Wales 11:10-11 23 April'71.

Describes the role of teachers' centres in inservice training.

497. _____. Teachers' centres -- the way ahead. Teacher in Wales 13:1, 3 June'73.

498. Windham, Robert L. Jr., and Keith D. Savage. The teacher education center: Dallas model. Catalyst for Change 3:18-21 Feb'73. EJ 085 937.

The Dallas Independent School District and East Texas State University have teamed up to provide a training program for pre- and in-service teachers designed to teach them to use alternative learning strategies to meet the individual needs of students from multicultural backgrounds.

499. Wright, Eric. A strategic policy for teachers' centres. Secondary Educ 4:v-viii Mar'74.

**500. Yarger, Sam. A Tool for the Analysis of Teacher Centers in American Education -- A Working Paper. 1973. 21 p. Available ERIC. ED 086 676.

This paper classifies teacher centers according to the following categories: (a) their organizational structure; (b) their function; and (c) the relationship between "a" and "b". It is indicated that the typologies were distilled from the results of a research project that surveyed 200 teacher center sites in the United States. The paper describes and outlines the characteristics of seven organizational types of teacher centers: independent, quasi-independent, professional organization, single unit, free local partnership, free local consortium, and legislative/political consortium. It does the same for four functional types of centers: informal "English", advocacy, responsive, and undifferentiated or unique. The author observes that some combinations of structures and functions are more logical than others and that as educational planners better understand the combinations, they will design appropriate types of centers to accomplish their objectives.

**501. Yarger, Sam J. The Future -- Do Teacher Centers Have One? Paper presented at Annual Meeting of American Educational Research Association, April 1974. 9 p. Available ERIC. ED 090 219.

Paper suggests that a real education profession cooperating with a knowledgeable public (via teacher centers) can begin to develop a responsive decision-making system involving

all the necessary constituencies, which will be able to make defensible decisions about educational alternatives that will meet the needs of children.

USE OF MEDIA IN INSERVICE PROGRAMS

*502. Attea, William J. VTR: inservice tool for improving instruction. Educ Lead 28:147-50 Nov'70. EJ 027 733.x

The advantages of video tape recorders in improving a teacher's innate talents are presented.

503. Auer, Nancy Beistel. Miniteaching Unit: The Development of an Inservice Program for Individualizing Reading Instruction. Ed.D. thesis, University of Pittsburgh, 1972. 197 p. ED 071 024. Not available ERIC.

The development and field testing of inservice modules for teaching skills and processes inherent in an individualized reading program and proposed refinements of these modules on the basis of field test feedback were the focus of this study. The Miniteaching Unit contained seven segments, each composed of a videotape and a corresponding workbook section. The field test was conducted over a 6 to 8 week period in two suburban elementary schools with intermediate grade teachers as participants. The data revealed the following strengths and weaknesses of the Unit: (1) the Videotape/Workbook design assured active participation; (2) the videotape model provided a clear demonstration of teaching techniques; (3) the Unit could be completed as each teacher's schedule allowed; (f) one weakness of the Unit was its relative inflexibility and its failure to provide for group interaction and dialogue; and (5) of major consideration is the need for trained technicians to plan and execute production details to insure high quality videotape.

*504. Baillie, John H. The video inservice program: development of a model. Educ Tech-Teacher & Tech Sup 12:64 May'72. EJ 061 434.

Modules developed for this program allow local school leadership, as opposed to outside consultant help, to assist teachers in analyzing their problems, stating their objectives, developing solution strategies, and making plans for determining the effectiveness of the decision.

505. Blakeslee, Jean C. Individualized inservice training. Catalyst for Change 4:4-8 Winter'75. EJ 110 970.

Describes the use of audio and video tape recordings and interaction analysis to develop teacher self-awareness in an individualized inservice program.

*506. Burgy, Dianne R. Reading inservice via videotape. Read Teach 28:26-27 Oct'74. EJ 103 999.x

Describes an inservice teacher education program designed to improve teaching techniques by utilizing videotape equipment in teacher workshops.

**507. Cameron, Walter A., and Calvin J. Cotrell. Remote Feedback Techniques for Inservice Education. Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase X - Interim Report: Research and Development Series No. 40. Colorado State University and Ohio State University, 1970. 86 p. Available ERIC. ED 042 901.

Three remote feedback techniques involving micro-teaching and video recording were tested to facilitate inservice teacher education to teachers in isolated circumstances. Conclusions were: (1) feedback from the teacher educator via mailed videotape presentations or via telephone had no more effect on improving teacher performance than a video-self-evaluation, (2) teacher satisfaction with the three remote techniques was not dependent upon the type of feedback received, and (3) remote techniques in an inservice program were found feasible and did help beginning teachers analyze and change their teaching behaviour.

508. Cornell, Richard A. The place of media in inservice development. Instructional Develop 1:2 Nov'69. EJ 027 796.

**509. Crandall, Curtis R., and Kenneth E. Shibaba. A Guide to Implementing the Video Inservice Program (VIP). Milford: Nebraska Educational Service Unit 6, 1969. 21 p. Available ERIC. ED 054 055.

This guide suggests administrative techniques for adopting the Video Inservice Program (VIP) in a local school system and some human relation techniques in assisting teacher self-appraisal. The training sequence will include a initial videotape to identify behaviours to be changed; selection and use of training materials, such as the Far West Laboratory minicourses; microteaching to practice the new behaviours; and finally, classroom teaching using the new behaviours.

*510. Davies, Keith, and Marjorie Needham. Teacher training in educational technology -- the view from the outside. Programmed Learning 10:16-23 Jan'73.

Courses run by the St. Albans Programmed Learning Centre.

511. Doyle, Charles P., and Dorothy Fenton. Teacher involvement as correlated to degree of acceptance of inservice television programs. Ill Sch Res 8:53-6 Feb'71. EJ 051 764.

**512. Dupuis, Mary M. We CARE About Inservice Education. Paper presented at Annual Meeting of International Reading Association, New Orleans, May 1-4, 1974. 13 p. Available ERIC. ED 092 884.

The CARE (Computer Assisted Renewal Education) program uses computer assisted instruction to reach teachers for inservice education. A mobile van is used to transport the computer and equipment from one location to another. System includes television tubes, earphones, image projector, keyboard typewriter and light-sensitive pen for each student station. Attitudes of teachers towards CARE have been positive. The present course deals with diagnostic teaching. Future courses will deal with reading instruction more thoroughly.

**513. Ebech, Sidney C. Design Development, and Dissemination of Inservice Training Materials. Final Report. Columbus: Ohio State University, 1973. 52 p. Available ERIC. ED 084 792.

A project was developed at Ohio State University to train people with media backgrounds for special qualifications related to inservice training for public education. The training program included (1) research and script development for an audiovisual package of inservice training materials; (2) production of slides, audio tape recording and related printed materials for the package; and (3) field testing of the audiovisual packages with representative audiences of administrators and teachers. A final phase, added late in the academic year, involved dissemination and evaluation of the audiovisual packages.

**514. Educational Development and Utilization of a Composite Approach to Teaching the Exceptional. Punta Gorda, Florida: Curricula Improvement Center, 1972. 28 p. Available ERIC. ED 073 598.

Project EDUCATE is an inservice program to teach behaviour modification techniques to 16 special education teachers. EDUCOURSE I consists of a teacher handbook presenting the theoretical basis of the course and containing lesson plan aids for microteach lessons and four videotaped model lessons. Analysis of pre- and post-course videotapes of typical 15-minute classroom learning activities revealed significant achievement of the project objectives by the teachers in the program.

**515. Gaddis, G. Warren. Evaluation of Televised Electronics Instruction Program. Salt Lake City: Utah State Board for Vocational Education, 1973. 30 p. Available ERIC. ED 086 186.

This study attempted to measure the value of an instructional television program for teachers as a means of disseminating a new vocational electronics curriculum guide. Teachers remarked that other types of dissemination activities, such as workshops, were also needed. The study recommended that alternative dissemination and teacher inservice methods be considered and experimentally tested.

516. Hall, Keith A. Continuing education through mobile computer-assisted instruction. New Campus 25:36-38 Spring'72. EJ 057 746.

**517. Hall, Keith A., and others. Inservice Mathematics Education for Elementary School Teachers via Computer-Assisted Instruction. (Dryden). Interim report. University Park: Pennsylvania State University, 1969. 61 p. Available ERIC. ED 076 039.

Cooperation between the Appalachie Educational Laboratory, International Business Machines, and the Computer-Assisted Instruction Laboratory of the Pennsylvania State University led to an attempt to provide inservice education in modern mathematics for

elementary school teachers throughout Appalachia and other areas which are geographically difficult to reach. Mobile vans were used, with computer assisted instruction mounted in them. The first eight weeks of implementation of this project are reported here, including a description of the program, evaluations of achievement and attitudes towards mathematics and computer-assisted instruction, curriculum revisions, and computer system operation and utilization.

**518. Hall, Keith A., and others. Inservice Mathematics Education for Elementary School Teachers via Computer-Assisted Instruction (Gladeville). Interim Report. University Park: Pennsylvania State University, 1969. 72 p. Available ERIC. ED 076 042.

A second field test of a computer-based, mobile, inservice teacher education program in modern mathematics for elementary school teachers is reported here. Evaluations of the students' achievement and of their attitudes towards mathematics and computer-assisted instruction, as well as an analysis of the relationships among achievement, attitudes, and time devoted to studying with computer-assisted instruction are presented. A description of the curriculum revisions and the computer system operation are also provided.

*519. _____. A triumph for CAI. Phi Delta Kappan 56:70-72 Sept'74. EJ 104 212.

A mobile computer-assisted laboratory is providing inservice education cheaply and effectively for special education teachers of rural Pennsylvania at the rate of 1,000 a year.

*520. Hartung, George, and Rena Gelman. Something different in inservice education. Today's Education 59:24-25 May'70. EJ 019 776.x

Describes workshops held over the Educational Telephone Network under the sponsorship of the University of Wisconsin.

521. Hill, Brian. Is education too important to be left to the broadcasters? Visual Educ pp. 7-9 Nov'74. EJ 111 335.

A look at a report from the BBC on programs produced for a teacher inservice education project.

522. Hoerner, James L. VTR: unrealized inservice teacher education tool. Am Voc J 47:48-49 Jan'72.

**523. The Improvement of Education Through the Use of Video-Tape in Programs for Those Preparing to Become Teachers and for Inservice Programs for Experienced Teachers. Cheney: Eastern Washington State College, 1971. 13 p. Available ERIC. ED 072 033.

The objective of this program was to improve the quality of preservice and inservice programs and teacher placement practices through a variety of video tape programs. Evaluation showed positive evidence that course goals and program objectives were accomplished to a greater degree than with previously used techniques.

**524. Inservice Teacher Education Course: Teaching Elementary School Reading. An Evaluation Report. Durham: Bureau of Educational Research and Testing Services, University of New Hampshire, 1969. 108 p. Available ERIC. ED 036 459.

The television course, "Teaching Elementary School Reading", represents the third in a series of inservice education programs developed and produced by the New Hampshire Network to improve the professional knowledge and skills of teachers previously isolated by geographic barriers characteristic of the rural environment of northern New England. The evaluation includes data on teacher characteristics, enrollee assessment of the series, and statistical analyses of change data. Among the major needs underlined by the study is the need for a thorough re-examination of the underlying concept of inservice teacher education.

**525. Johnson, Virginia M., and others. Syllabus for Diagnostic Teaching of Preschool and Primary Children. University Park: Computer-Assisted Instruction Lab., Pennsylvania State University, 1974. 132 p. Available ERIC. ED 089 796.

A syllabus is provided of the second and third courses of the Computer-Assisted Remedial Education (CARE) sequence. CARE 2/3 is a college-level combination offering for education majors which deals with diagnostic teaching at the preschool and primary levels.

CARE 2/3 is taught via computer-assisted instruction and uses a variety of materials drawn from various sources and reproduced for use in the course.

**526. Jones, Robert Morris. An Application of Systems Analysis Techniques in the Development of Instructional Television Units for Inservice Elementary Teachers. Ed.D. thesis, Oklahoma State University, 1973. 117 p. Available ERIC. ED 083 832.

A theoretical model for the production of teacher centred inservice videotapes was developed and applied to produce a structured inservice course in aerospace activities for elementary teachers. Space-science education specialists interested in elementary education viewed segments of the course and were successful when they attempted the exercises demonstrated on the videotape.

**527. Kaufman, Stephen P., and Francis M. Dwyer. Effectiveness of cartoons and photographs in inservice training. Calif J Educ Res 25:197-204 Sept'74. EJ 108 282.x

This experiment was designed to determine the relative effectiveness of different types of visual illustrations used to complement instruction presented in inservice training.

**528. Long, Samuel M., and C. Alan Riedesel. Use of Computer Assisted Instruction for Mathematics Inservice Education of Elementary School Teachers. Final Report. University Park: Computer-Assisted Instruction Lab., 1967. 79 p. Available ERIC. ED 089 791.

A demonstration project tested the efficacy of CAI as a means of providing individualized inservice education in mathematics to elementary school teachers. Post-test results and observations indicated no significant differences between control and experimental groups with respect to achievement in math, attitude toward math. or teaching behaviour in the classroom. CAI thus appeared to be a viable means of presenting inservice in mathematics.

**529. Massey, Donald, and Charles Chamberlin. An Inservice Program Combining Mass Media and Interpersonal Communication. Paper presented at Annual Meeting of National Council for Social Studies, San Francisco, November 1973. 16 p. Available ERIC. ED 090 090.

The development and implementation of an inservice program to assist teachers in translating general provincial social studies guides, "Experiences in Decision Making", into specific units of instruction are described. The rationale for using a series of video tapes on unit planning and a matched series of print materials was to make effective use of mass media knowledge sources, complemented by lead teachers providing interpersonal communication vital to teacher adoption of the innovative materials.

530. Mitchell, P. David. Educational Technology for Lifelong Learning. Staff study, Sir George Williams University, 1973. 30 p. To appear in Richmond, W.K. (ed.). Lifelong Learning in an Age of Technology, Methuen, London.

A radical re-appraisal of educational technology's role in enhancing personal and cultural development.

531. Mitzel, Harold E. Mobile computer-assisted instruction for inservice teacher education. J Educ Tech Systems 2:305-13 Spring'74. EJ 101 308.

Article describes an application of computer technology to the retraining of inservice teachers.

**532. Owens, Thomas R., and Peter Kneedler. Evaluation of the Effects of the Eager to Learn Teacher Inservice Television Series. San Jose, California: Santa Clara County Office of Education, 1973. 11 p. Available ERIC. ED 074 757.

The "Eager To Learn" inservice training television series was designed to help teachers use, as part of their individual teaching strategies, seven enabling behaviours: structuring, problem focusing, accepting, clarifying, facilitating, deliberate silence, and modeling. Over 200 elementary school teachers participated in the series which consisted of six half-hour televised lessons. The results of the evaluation showed that the series had demonstrated its ability to change teachers' understanding of the enabling behaviours as well as to significantly increase the frequency with which four of the seven behaviours were used in the classroom.

**533. Parikh, Arvind Kumar M. Report on the Institute for Preparing Media Specialists for Local High Schools, 1972. Final. New Orleans: Diliard University, 1972. 59 p. Available ERIC. ED 084 791.

An inservice teacher education project was designed to create a cadre of leaders able to initiate and support effective instructional media programs. The twenty participants attended a six-week summer institute to receive intensive training in the utilization, production and management of instructional media. Four-hour follow-up sessions were held each Saturday throughout the year. Evaluation indicated that participants learned to operate AV equipment and acquired production techniques; they also developed positive attitudes toward the use of instructional media and served as leaders for media development programs in their respective schools.

**534. Peck, Roger H. The Utilization of Simulation in Teacher Preparation. 1971 153 p. Available ERIC. ED 081 763.

This paper discusses the use and purposes of simulation in teacher preparation. The theoretical dimensions of instructional simulation and some current simulation programs for the pre- and in-service education of teachers are presented. Advantages and disadvantages of simulation are discussed as well as unresolved issues surrounding the use of this technique. A detailed description of three simulation programs is presented. They are (a) Project Insite, (b) Low-Cost Instructional Simulation for Teacher Education, and (c) Inner-City Simulation Laboratory.

**535. Piper, Martha, and David P. Butts. The Development and Evaluation of a Televised Science Inservice Program. Paper presented at Annual Meeting of the National Association for Research in Science Teaching, Chicago, April 1974. 18 p. Available ERIC. ED 091 202.

Fifty teachers participated via color/cable television and 26 used videotape recorders which they could start and stop at will. The 26 teachers using videotape recorders scored higher. However, attitudes of all participants changed in a positive direction and a weekly tally of science activities taught showed a general increase over the 15 weeks of the program.

536. Rookey, Thomas J. Quality: the crux of media inservice. Educational Television 3:26-28 Nov'71. EJ 047 088.

**537. Smith, Barry D., and Mildred P. Cooper. Instructional Television Program. An Evaluation. Washington: Model School Division, District of Columbia Public Schools, 1974. 102 p. Available ERIC. ED 088 475.

The program was designed to upgrade teacher competencies and student learning by using ITV: (1) as a tool for classroom instruction and teacher inservice training, (2) as a means of extending the curriculum and motivating students, (3) to develop communications within schools and between communities and schools, and (4) as an avenue to other educational innovations. Questionnaires, interviews with educators involved in the project, and evaluations made by outside consultants all indicated that the project was successful.

*538. Tessier, Kenneth. Mini-courses for inservice programs. Audiovisual Instruction 16:80 June/July'71. EJ 046 812.x

Describes self-instructional mini-courses developed by the Far West Laboratory for Educational Research and Development.

*539. Thomas, Larry A., and Robert M. Jones. Teacher-centered inservice — the development of a CCTV model. Audiovisual Instruction 19:23-25 Jan'74. EJ 091 502.x

Using the learner-centered instruction concept, the authors have designed an inservice teacher education program incorporating closed circuit television.

**540. Thurber, John C. Individualized Inservice Teacher Education. (Project IN-STEP). Evaluation Report, Phase II. Boynton Beach, Florida: Palm Beach County Board of Public Instruction, 1970. 20 p. Available ERIC. ED 042 707.

Phase 2 of Project IN-STEP was conducted to revise, refine and conduct further field testing of a new inservice teacher education model. The method developed is an individualized multi-media approach. Revision activities, based on feedback provided for Phase 1, include the remaking of six videotape lessons, development of an "Action

Handbook" to supplement them, and revision of the 200-page self-study programed text. An elementary science curriculum, "Science -- A Process Approach" (AAAS Science) provided the content for the development of the model. Experimental evidence indicates that IN-STEP is an effective method of conducting inservice training.

**541. Thurber, John C. Individualized Inservice Teacher Education (Project IN-STEP). Evaluation Report. Phase III. Boynton Beach, Florida: Palm Beach County Board of Public Instruction, 1971 40 p. Available ERIC. ED 059 161.

This is a report on the third phase of Project IN-STEP which was intended to develop a viable model for individualized multi-media inservice teacher education programs. The rationale for Phase III was to see if the model could be successfully transferred to an area other than teaching teachers to teach elementary science, and so permit acceptance of the hypothesis that the IN-STEP approach was successful. Ninety-eight per cent of the participants indicated that they had changed their behaviour in the classroom and that they would implement skills, materials, and new techniques which they had acquired.

**542. Training Early Childhood Educators: Computer Assisted Instruction Courses in Diagnostic Teaching. Final Report. University Park: Computer-Assisted Instruction Lab., Pennsylvania State University, 1974. 83 p. Available ERIC. ED 089 795.

The Computer Assisted Remedial Education (CARE) project developed two computer-assisted instructional (CAI) courses. The objective was to train educational personnel to use diagnostic teaching in working with preschool and primary grade children who exhibit learning problems. Emphasis was placed upon the use of new technology in providing inservice education for professionals who have difficulty in returning to training centers for special instruction. The frame-by-frame print-out of the final product totalled 78,000 pages. It was concluded that the project was sufficiently successful to warrant the development of other technology-based, mobile inservice courses.

**543. Ward, M., and others. Computer Assisted Remedial Education: Diagnostic Teaching of Preschool Children. Handbook for CARE 2. University Park: Computer-Assisted Instruction Lab., Pennsylvania State University, 1973. 528 p. Available ERIC. ED 089 793.

The entire CARE (Computer Assisted Remedial Education) package is designed to help teachers learn to assist students in their classes who have learning problems. The major sections of the handbook parallel those of the course itself and include: (1) child development; (2) identifying relevant characteristics of children; (3) the specification of goals and objectives; (4) instructional procedures; (5) the selection and retrieval of instructional procedures and materials; (6) the application of the diagnostic teaching model; (7) resources; and (8) day care.

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BIBLIOGRAPHIES IN EDUCATION SERIES

NO.	DATE	SUBJECT AND ERIC NUMBER	STATUS	ADDENDA
1	June 1969	Pre-Service Teacher Education in Canada ED 034 726	(o/p)	Oct. 1971
2	June 1969	School Dropouts	(o/p)	Feb. 1971
3	October 1969	Flexible Scheduling in Secondary Schools	(o/p)	Nov. 1972
4	Nov. 1969	Computer Uses in Instructional Programs ED 034 728		
5	Dec. 1969	Microteaching ED 036 480	(o/p)	
6	Jan. 1970	Reporting to Parents	(o/p)	
7	Feb. 1970	Teacher Aides ED 037 406	included in No. 16	
8	March 1970	Sex Education	(o/p)	
9	April 1970	Disadvantaged Children in Canada ED 041 965	(o/p)	
10	June 1970	School Year Plans	(o/p)	Jan. 1972 Oct. 1973
11	Aug. 1970	Education Finance in Canada		
12	Oct. 1970	Independent Study ED 045 585	(o/p)	
13	Nov. 1970	Individualized Instruction ED 046 881	(o/p)	
14	Nov. 1970	Histories of Teachers' Associations in Canada	(o/p)	
15	Dec. 1970	Differentiated Staffing ED 045 608	(o/p)	
16	Dec. 1970	Paraprofessional School Personnel ED 048 102	(o/p)	
17	Jan. 1971	Open Area Schools	(o/p)	Dec. 1971
18	Feb. 1971	Parent Involvement in School Programs ED 054 270	(o/p)	
19	March 1971	Behavioral Objectives in Education ED 051 127		
20	April 1971	Teacher Workload ED 054 060	(o/p)	
21	May 1971	Merit Rating ED 057 433		
22	June 1971	Team Teaching ED 055 044		
23	Oct. 1971	Collective Bargaining for Teachers		
24	Dec. 1971	Training Teachers for Inner City Schools ED 058 172		
25	Dec. 1971	Systems Analysis in Education ED 058 171		
26	Jan. 1972	Community Colleges		
27	March 1972	School Discipline ED 064 771		
28	May 1972	Early Childhood Education ED 069 366		
29	June 1972	Teacher Evaluation ED 069 607		
30	Oct. 1972	Intercultural Education -- Indians and Eskimos of North America	(o/p)	
31	Dec. 1972	Community Schools ED 086 695		
32	Feb. 1973	Principals and Vice-Principals		
33	April 1973	Tenure ED 077 863		
34	May 1973	Teacher Autonomy and Teacher Decision Making ED 077 864		
35	June 1973	Paraprofessional School Personnel		
36	Sept. 1973	Differentiated Staffing		
37	Oct. 1973	Secondary Education		
38	Nov. 1973	Independent Study		
39	Dec. 1973	The Practicum in Teacher Education		
40	Jan. 1974	Microteaching		

NO.	DATE	SUBJECT AND ERIC NUMBER	STATUS	ADDENDA
41	Feb. 1974	Interaction Process Analysis		
42	March 1974	Supervision		
43	April 1974	Elementary Education		
44	May 1974	Moral and Values Education ED 097 269		
45	June 1974	Behaviour Modification		
46	Sept. 1974	Work Experience and Cooperative Education Programs		
47	Oct. 1974	Education Finance in Canada		
48	Nov. 1974	Curriculum Development in Canada		
49	Jan. 1975	School Discipline		
50	Feb. 1975	Junior High and Middle Schools		
51	Mar. 1975	Principals and Vice-Principals		
52	May 1975	Teacher Evaluation		
53	June 1975	Continuing Education for Teachers		